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ABSTRACT

This report on adult education and development in the Arab States was prepared by a panel of experts who convened to examine the adult education situation in Arab countries and exchange experiences regarding the operation of comprehensive adult education programs and services. Section 1, a summary report, overviews the adult education situation in the Arab States. It then covers the main discussion ideas, suggestions, and recommendations regarding several topics, including the overall framework of adult education in the context of national goals and a global educational policy, adult education and the formal educational system, and priorities for action. The program and a list of participants are attached. Section 2, comprising three-fourths of this report, contains eleven working papers and nine lectures that served as the basis for discussion. Some representative titles of these papers and lectures are The Nature of Adult Education and Non-Formal Education; Needs, Trends, Priorities in Adult Education; Access to Adult Education; Literacy and Adult Education for Development; New Concepts in Development and Education and Their Significance on Adult Education; Development, Human Resources, and Adult Education; and Mass Media in Adult Education. Directories of adult education coordinating bodies, departments, and centers in Arab States and an extensive bibliography are attached. (EM)

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and

REGIONAL CENTRE FOR FUNCTIONAL LITERACY
IN RURAL AREAS FOR THE ARAB STATES (ASFEC)

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FINAL REPORT

International Expert Panel

ADULT EDUCATION AND DEVELOPMENT WITH SPECIAL REFERENCE TO THE ARAB STATES

29 November to 9 December 1975
Sirs-El-Layyan, Menoufia - A.R.E.

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PREFACE

The Arab Nation is passing through an important period of its history: on one side there is its political and cultural affirmation, as well as the strengthening of mutual relations between Arab States and their importance on the international scene; on the other there is the evidence of the potentialities for economic growth and the increase in economic wealth. Along with these trends there is a wide rethinking of educational policies and patterns stimulated both by new needs and by deficiencies of the existing educational system and its outputs.

Therefore, in many Arab countries there is great scope for the development of adult education as - perhaps - the most readily adaptable and flexible form of education aimed at the active sectors of the population and immediately profitable in meeting the peoples' needs. Adult education is in a much broader sense than literacy an instrument to promote awareness of change and socialization, to combat economic and cultural alienation to prepare the way for the emergence of a genuine liberating national culture, and to prepare the individual for productive activity and for participation in management.

Time and circumstances have been appropriate for the co-operating institutions to convene an Expert Panel to examine and discuss the situation of adult education in Arab countries, to scrutinize and exchange experiences regarding ways and means for the efficient operation of comprehensive and responsive adult education programmes activities and services.

The discussion, a large and rich debate based on working papers and lectures, covered a wide range of relevant topics such as the role of adult education in the framework of a global educational policy, its contribution to national, economic and cultural development, and its relationship with the formal school system. Action priorities have been indicated tentatively, contents, methods and media examined. The need for an organization which not only administers but also encouragages co-operation and fosters local and voluntary endeavours has been stressed. Last not least economic and financial aspects proved to be crucical. Despite economic wealth in some Arab countries there is a concern in some others - and especially those well experienced in adult education - about the lack of financial resources to increase activities.

The report outlines a critical but challenging picture of the actual situation of adult education. Indicating possible ways, its authors - the participants in the Panel - did not pretend to erect milestones but tried to lay a few steps which might be helpful. They expressed their hope that both the Arab League with its specialized organizations and the National Authorities in Arab States, particularly the Ministries of Education, might devote its attention to this report, and thus, more important, to the subject it deals with.

Our world is based on human interrelation co-operation and communication. Experiences and approaches made in one particular region are of interest for others. Therefore, the German Foundation for International Development has been asked to edit and print the English version of the report - a task which we gladly fulfil.

Dr. Gerhard Fritz
Director General

Dr. Josef Müller
Education and
Science Branch

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I. SUMMARY REPORT

This report has been drafted by the rapporteurs on the basis of the working papers presented, lectures delivered, and discussions which took place during the Expert Panel. It has been discussed and approved during the final session.

The report reflects the opinions and experiences of the participants: experts from different Arab and industialized countries, as well as international organizations (cf. list of participants). After a short introduction to origin and scope of the Panel (1), the report gives an overview on the actual situation of adult education in Arab States (2), followed by a summary of the main trends of the discussion, the conclusions reached, and some specific recommendations for action (3).

The summary of discussions is concerned with:

- The overall framework of adult education in the context of national goals and a global educational policy (3.1)
- Adult education in the context of the development process (3.2)
- Adult education and cultural development (3.3)
- Adult education and the formal educational system (3.4)
- Priorities for action (3.5)
- Contents, methods and media (3.6)
- Organization and administration (3.7)
- Economic and financial aspects (3.8)

Programme (4) and List of Participants (5) are attached.

1. INTRODUCTION

1. INTRODUCTION

The Arab Nation is passing through an important phase in its contemporary history and great efforts are being made to achieve overall development. In the process of development, the participation of adults is difficult because of past constraints, and the oppressed position of the masses, as well as of actual mass illiteracy and the lack of adequate skilled man power. In countries where the existing school system is not satisfactory and enrollment ratios are low, adult education could be the most adaptable and flexible form of education and immediately profitable in meeting the needs of the learners themselves. Well drawn up adult education programmes are therefore necessary to promote awareness of change and socialization, to prepare the individual for productive activity and participation in management, to combat economic and cultural alienation and to prepare the way for the emergence of a genuine liberating national culture.

In many Arab countries there is great scope for the development of adult education. Due to the changed economic situation financial resources are available in most of the countries but there are difficulties in the field of organization and coordination of adult education, and there is a scarcity of trained personnel, especially on the higher professional level, and of a suitable institutional framework and infrastructure.

It was the set aim of the Regional Centre for Functional Literacy in Rural Areas for the Arab States (ASFEC - Sirs-El-Layyan, Arab Republic of Egypt) and the German Foundation for International Development, Education and Science Branch (Bonn, Federal Republic of Germany) to convene an Expert Panel to examine and discuss the situation concerning adult education, including the constraints and prospects in the light of new needs and the possibilities for action. The Expert Panel was prepared in cooperation with UNESCO, the Egyptian National Commission for UNESCO and the German Adult Education Association.

The Expert Panel has as its objectives to take a stock of the existing situation, to scrutinize and exchange experiences regarding ways and means for the efficient operation of comprehensive and responsive adult education programmes, activities and services, as well as to prepare a report on Adult Education and Development with special reference to the Arab States.

Amongst the subjects discussed were the identification of concepts of adult education with special emphasis to those which derive from Arab and Islamic civilization. A review was made of the activities to be embraced in a comprehensive system of adult education and of the structures and institutions needed to ensure that they come to fruition. The conclusions reached and specific recommendations for action are included in the report for the Panel.

The ceremonial inauguration of the Panel took place in the conference Hall of the Arab League in Cairo on Saturday, November 29, 1975, and was conducted by His Excellency Dr. Hafez Ghanem, Egyptian Deputy Prime Minister and Minister of Higher Education. In the course of his speech of welcome he stressed the importance of literacy in the Arab countries and the necessity of achieving a tangible drop in its percentage through scientific planning and implementation. There was a need to provide semi-literates with intellectual scientific and technological material and preparing special types of programmes that take into account their living conditions. The relationship between the programmes of adult education and the necessity of their coordination and integration with formal education was mentioned. The Deputy Prime Minister also stressed the role of Universities in adult education saying that the Egyptian universities will endeavour to play a more effective role in this field.

The Secretary General of the Arab League, Mr. Mahmoud Riad, delegated Dr. Akram Nashaat to deliver his speech. On behalf of the Arab League and its Secretary General he welcomed the participants and paid tribute to the role of ASFEC in literacy and adult education in Arab countries. He also expressed thanks to the German Foundation for its cooperation with ASFEC in organizing this Panel. He said: "Since its establishment, the Arab League has been in the forefront of the driving force for the adoption of the means of overall development on the basis of an integrated coordination, the exchange of expertise and the scientific and technological development of the human resources so that they may keep pace with the advanced countries."

Dr. Mueller spoke on behalf of the German Foundation. He thanked the Arab League and paid tribute to the joint efforts of all who co-operated in the preparation of the Panel.

The Director of ASFEC, Dr. Bashir Bakri, thanked the participants, and expounded ASFEC's new role in training in development and linking it with adult education in the Arab countries. It was hoped that the Panel would lay the basis for the new march forward of Adult Education in the Arab countries, with the active support of the centre.

Subsequent sessions of the Panel were held at ASFEC.

At the first organizational session, Mr. Kamal Al Hassani, Under Secretary at the Ministry of Social Affairs in Egypt was selected chairman of the Panel, Dr. Josef Mueller and Dr. Youssef Shawky were elected as Vice Chairman.

Dr. Mahmoud Rousdhi Khater, Professor at the Faculty of Education, Ain Shams University, Cairo, Mr. Abdel Wahid Abdalla Yousif of the Sudan and Dr. Asher Deleon, Consultant to the Ministry of Education, New Delhi, India, took over the function of Rapporteurs.

The Panel was attended by several experts from Arab countries together with colleagues from elsewhere.

The Panel adopted the following report at the close of the meetings.

2. ADULT EDUCATION IN THE ARAB STATES. THE SITUATION

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2.1 An Overview

The present scene of adult education in the Arab countries comprises a great number of varied institutions and programs. These institutions and programs, with the exception of mosques, preaching-circles, and other religious institutions which date back to several hundred years, are the product of the last fifty years. They have arisen as a result of the interaction of various political, economic, and social factors. Of special importance among these factors were the following: political independence, changes in the economic structures and relationships, development projects and the introduction of modern technology, urbanization and population migration, and new trends of thought concerning social justice. The response of the Arab countries differed from one country to another, according to the different conditions of each country. Some countries have responded to certain factors and neglected the others. This might be the reason for not finding a united pattern of adult education institutions and programs in all the Arab countries. On the contrary, each country has its own variety. The response to these factors differed also in speed. A program such as literacy, which is common to almost all the Arab States, has started in some countries as early as the twenties or thirties; whereas in others it has been delayed till the sixties or even the seventies. Even some of the countries which responded quickly to many of these factors have chosen to establish new institutions for dealing with each factor, instead of trying to develop and widen the scope of the existing institutions, or even to establish mutual relationships between the old and new institution. All those conditions have lead to what we are witnessing now in the Arab Region; namely, a mosaic picture of adult education institutions and programs scattered all over the region. Those institutions are numerous and crowded at some places and few at others. In both cases they are fragmented and almost isolated from each other. Whether on the national or the regional level, there is neither a comprehensive concept nor an integrating system which would combine and guide the activities of these institutions.

2.2 Programs and Institutions of Adult Education

Adult education programs in the Arab countries can be divided into two main divisions: a general division which includes the programs directed to the general public with the purpose of diffusing knowledge and attitudes, and a special division which includes the programs directed to certain categories of the population with the purpose of providing them with specific types of knowledge, attitudes, and skills which are related to their work or class status.

2.2.1 Programs directed to the General Public

Religious programs are the eldest programs of the general division. They are offered to all people with the intention of strengthening their religious beliefs, deepening their understanding of its principles, and helping them apply its values and rules in their private and social life. They are usually given in Mosques or any other place where people gather around religious leaders, preachers, or those persons who are well versed in religious affairs to listen to their talks and to discuss with them religious or life problems. These programs are usually organized by the ministry responsible for religious affairs; namely, the Ministry of Wakfs (endowments), the Ministry of Original Education, or the Ministry of Religious Affairs. These programs are also common to almost all the Arab countries.

The second program in the general division is that of literacy. It comes next only to the religious program whether in terms of size or widespread. It exists in almost all Arab countries. Moreover, it has the largest number of audience. In most of those countries, it is run by the Ministry of Education. The great majority of its teachers are part-timers who teach in the elementary schools in the morning and in the literacy classes in the evening. Till about five years ago, the prevailing pattern of literacy programs has been the traditional pattern based upon the teaching of the three R's and some topics of general knowledge. During the last few years, however, some Arab countries have tended to adopt the functional literacy approach which connects between education and development. It is noticed that the literacy programs, generally speaking, did not succeed up till now in accomodating more than a few hundred thousands out of the tens of millions of illiterate adults existing in the region. It should be also noted that the average annual reduction rate in the percentage of illiteracy in the Arab States during the years 1964-1971, i.e. the years of the two Arab States Literacy Conferences, was 2,4 %. The significance of such figure becomes clear when compared to the annual rate of increase of population which is 2.6 % and to the target set up by the first Arab States Literacy Conference to eradicate illiteracy within fifteen years which meant an annual reduction rate of 7.2 %. All this goes to show the extent to which the literacy program is effective in achieving its aims.

The third program is that of popular culture. It only exists in a small number of countries. The providing ministry differs from one country to another. It is the Ministry of Culture in some countries and the Ministry of Education in some others. Presumably, this program should provide citizens, regardless of their educational level, with opportunities to express themselves, discuss important problems and social issues, and taste the great works created by man in the fields of literature and arts. In cities, this is done through the culture centres which are frequented by people for reading, listening to lectures and talks, participating in discussion groups, practicing their hobbies, viewing a play or a film-show, etc. In villages, it is done through cultural caravans or mobile-units which provide the villages from time to time with many of such activities. It would seem that in reality, however, the benefits of this program are limited, in most cases, to a small number of the educated inhabitants of the cities. As to villages, a few numbers of them are only touched and very lightly. Entertainment in such a program is more emphasized than cultural values. Even the cultural elements provided to those people are, to a certain extent, alien to their own culture, whether in its form or content.

The fourth program has many names, depending upon the country. In some countries it is called evening studies and in some it is called study-at-home-courses or non-attendance-course. The aim of these programs is to provide those who are employed in the various types of work to complete their general or higher education and obtain certificates which would improve their economic and social status. Some countries organize such courses and studies in evening classes for those who can regularly attend such classes. Those who cannot attend regularly or not attend at all, can follow the courses either by meeting the instructors and supervisors from time to time or by correspondence. Some other countries, because of shortage of resources and facilities, leave those learners to study on their own and suffice with allowing them to sit for examinations. This program is widely known in many Arab countries and ranks second to the literacy program in size. Its value stems from the fact that it satisfies the needs of so many groups of the population who, for certain reasons, did not complete their formal education. It also meets the need strongly felt by some gouvernments of having educated personnel. Despite all this, the number of people benefiting from this program in some Arab countries is still far below those who demand it. In addition, the lack of coordination between the employing agency and the educational institution as well as the obstacles which are put before the learners in some countries usually dissuade many of them from taking advantage of such program.

Following the previous program in order of importance is the university_extension_service program. This program is usually organized as a secondary activity outside the main system of regular academic studies. It is offered by certain universities in some Arab States in various forms. Sometimes it takes the form of series of lectures on topics of general interest to the general public. The aim is to enlighten and keep it well informed. Sometimes it takes the form of systematic courses given to certain groups of educated people in foreign languages or other subjects which are of interest to them. The aim is to help such groups understand the new scientific and social developments, acquire new types of information and skills, or raise the level of their previous knowledge and performance. This program is received with great response, especially among the educated groups. Nevertheless it is still of limited effect because a small number of universities are engaged in it on one hand, and the courses do not cover a wider area on the other hand.

Community development covers a special place among the programs of adult education in more than one third of the Arab countries. It is usually organized by Ministries of Social Affairs. It mainly deals with local communities, whether urban or rural; but with more attention given to the latter. Its implementation takes place through community development centres or associations which are established in these areas by the people with some assistance from the gouvernment. The community development program is based on mobilizing and organizing the members of the community in social institutions which undertake the planning and implementation of projects contributing to the development of the environment and the improvement of the life of the community. Through studies, discussions, and action, the members of the community acquire knowledge, attitudes, and skills which will help them in solving future problems. In this type of program, there are two basic assumptions; namely, the peoples' participation and the integration between learning and action. It seems that the program in many countries has been transformed into a gouvernment services program in which the people play a minor role. The result has been a decline in the educational aspects of the program.

2.2.2 Programs directed to special groups

Programs of special type include three main programs; namely, agriculture extension, workers education, and vocational training. Out of the three programs, the agriculture extension is the most frequent in the Arab countries. It is usually run by the Ministry of Agriculture. It is directed to the farmers with the purpose of providing them with new agricultural techniques and information which would increase the quantity and improve the quality of their production. The agriculture extension workers are the agents responsible for its implementation. In their work, they use the spoken word, the printed page as well as extension units and farms where the farmers witness by themselves the new techniques and crops. Some responsible authorities are of the opinion that the program has not yet reached the great majority of farmers and that most of them are still using their old practices. Even those who have adopted some new techniques, they have acquired them through some sources other than agriculture extension.

Workers education programs are found in more than half of the Arab countries. They are sponsored by the Ministry of Labour in some countries and by the Ministry of Social Affairs or the political organization or Trade Unions in some other countries. This program is provided to the workers either in special workers education centres or in factories or places of work. It takes the form of short courses which extend in most cases to two or three weeks, in some cases to two months or even one year and which include topics dealing with the labour movement, trade unions, and other topics which are of interest to the workers as a class. There are also some topics which are of interest to the worker as a citizen, such as civics, economics, hygiene, etc. These courses are given by a specially trained cadre of workers education instructors as well as by some outside lecturers. The instructors are, in most of the cases, selected from the educated leaders or the workers themselves. They are then given a special training in a specialized training institution. The number of workers receiving the workers education program in the Arab states is more than one hundred and fifty thousand of workers yearly. Most of them are industrial workers. By comparing this number to the total number of workers in the region, or even by the number of those who are members of trade unions, it becomes evident that the program does not cover except a small part of the working class. In addition, the content of the program as well as its short duration may point at some limitations in scope and impact.

Finally, there is the vocational training program. This program exists in a few numbers of countries which are taking the first steps in industrialization or have already passed that stage and want to prepare a cadre of skilled workers and foremen or to train those who are already working. This program is organized either by the Ministry of Industry or the Ministry of Labour. It takes place in vocational training centres which are established especially for training purposes, or in the training departments which exist in many factories. In spite of the good effort and wide activity of this program, it is still far from meeting the increasing needs of the various development projects, whether in terms of number or types of vocational training.

2.2.3 Specialized Institutions

To complete the picture, there are two organs at the Arab regional level: the first is the Functional Literacy Training Centre for the Arab World at Sirs-El-Layyan (ASFEC) and the second is the Arab Organ for Literacy and Adult Education (ARLO). The first has been serving the region for more than twenty two years, through which it has moved from fundamental education to community development, and finally to functional literacy. During these years it has trained thousands of trainees who are now staffing community development centres and literacy departments and projects all over the Arab World. Now, it performs the following four functions: training, research, production of proto-type materials, and rendering of technical advice. Although it concentrates on functional literacy, the Centre has tended recently to extend its activities to the other areas of adult education. Up till now, these activities have been in the form of holding meetings and organizing symposia with sister institutions, attendance of seminars and conferences from both sides, mutual participation in activities and programs, and the development of strong relations with almost all institutions. The second organ has been established about ten years ago. During these years, it has been concentrating on literacy. Mainly, its work took the form of helping some Arab states launch literacy projects, organize local training courses, produce readers and textbooks, and secure some supplies and equipment. Recently, the Arab Literacy and Adult Education Organ has started to be concerned with the other areas of adult education. This has been embodied in preparing a series of books about the various aspects of adult education to be used as a resource and guide for the workers in the field.

2.3 Evaluative Remarks

2.3.1 Steps on the road of adult education

In each of the Arab countries there exist programs of adult education. These programs differ in audience. Some are directed toward all the members of society; some are directed towards the large millions of farmers and workers, some are directed towards the employees in government departments and enterprises; and some are directed to special professional and social groups. Likewise, they differ in purpose and content. Some serve religious purposes, some serve remedial ones, some serve cultural, etc. Whatever gap or limitation is found in these programs, the fact is that they are there and that the people believe in their importance and functions. They should be, therefore, considered as steps in the road or starting points for a comprehensive movement of adult education. The remaining task at this stage is to determine: what does the Arab society need from adult education as a whole, which of the existing institutions can fit in meeting those needs, and what changes and additions should be made for the actual fulfilment of such needs?

2.3.2 The lack of general policy of adult education

By general policy is meant a statement explaining the standpoint taken by the state or responsible authorities on an important matter or question, and pointing, in general, at the kind of action or movement exemplifying this standpoint. This policy is of utmost importance because it directs and guides all the steps to be taken afterwards. If we look at the existing programs of adult education in the Arab countries from that angle, we shall find that a few of them have policies behind them; namely, literacy, workers education, and popular culture, with varying degrees of clarity in the statement of policy. The rest of the programs lack such policy. The lack becomes more widened if we look at adult education as a whole. Here, we do not find any policy indicating how does the state look at adult education, whether regarding its importance, aims and functions, or relationships with other systems of education. The presence of such policy is essential for all the processes that follow, beginning from drawing up strategies and plans to implementation of projects.

2.3.3 Narrow concept of adult education and its purpose

There is no clear concept of adult education that covers all institutions engaged in this field or specifies their roles. In many cases the term "adult education" is used as a synonym of "literacy" - thus the whole equals the part. For literacy applies to children as well as adults, and mass culture activities range between education and general knowledge, between elitist culture and mass culture. Workers' education, likewise, deals with special elements pertaining to workers as well as general elements of common interest to workers as well as other citizens. Supplementary studies are sometimes carried out as a legitimate activity with a fixed system, and sometimes they are considered as a side activity whereby the learner shoulders all the responsibility. Thus, each of these institutions is engaged in one aspect of adult education in the absence of a clear cut conception of the field defining its limitations, its scope, its internal and external relationships, its psycho-social bases and helping in the identification of gaps that exist in some current types of adult education activities.

2.3.4 Isolation of adult education institutions

Literacy work is carried out in most cases in isolation from workers' education, while mass culture activities have no relations with either literacy or workers' education. Moreover, extra-mural studies follow a totally different path. This leads to conflicting objectives, duplication of work and dissipation of efforts. The result is that the adult education movement has been weakened as it has failed to provide the millions of adults with the educational and cultural supplies required in the present awakening of the Arab Region. Further, adult education in the Arab States has no overall comprehensive system that covers all these institutions and specifies the role to be played by each. There is also lack of coordination and channels of communication that would facilitate cooperation and exchange of information and experiences.

2.3.5 Failure of present institutions and programs to meet the needs of the masses in the Arab Region

In spite of the multplicity of these programs, millions of people do not have a place in them. Where are the programs addressed to semi-literates who have completed the literacy course or primary schooling? Where are the programs required for bedouins and fishermen? Where are the programs designed for settlers in planned communities, seasonal migratory workers, migrants from rural to urban areas or from one Arab country to another? Even existing programs do not reach out to a few millions of the target population as evidenced by the literacy, mass culture and other programs.

There is urgent need in the Arab States to review existing programs and institutions within the framework of an overall strategy for adult education.

2.3.6 The poor quality of programs in terms of content and methods

Many of these programs present a traditional content derived either from absolute programs or from foreign programs which suit the needs of communities that are different from the Arab environment. These programs are not based on a realistic study of the peoples' problems and their different environments. The result is that these programs hardly meets the peoples' needs and the requisites of development. This can be seen in the traditional literacy programs as well as in other programs addressed to the masses. As far as methods are concerned, they mainly depend on mere listening and adult learners with life-long experiences are hardly given the chance to participate in thinking and exploration. Generally speaking, these programs suffer from lack of effective educational materials and aids.

2.3.7 Improving the occupational levels and the formation of qualified trained cadres

With the exception of a few Arab countries and some special programs, the majority of personnel engaged in the programs are holders of intermediate education certicicates - with short-term pre-service or in-service training provided by the recruiting agency. In some countries these workers are recruited without receiving any training. Consequently, adult education, particularly in the fields of literacy, workers' education and mass culture, is now looked upon as inferior to other professions, the techniques being acquired through practice and imitation without the need for any type of training. Adult educators now look upon their work as being temporary, leading to another job and not a continuing life profession.

Widening the scope of adult education, enriching its content, modernization of its methods and raising the occupational and material status of adult educationists would attract more higly qualified people and would give increased prestige to the profession.

2.3.8 Lack of information and scientific research

Adult education programs in the Arab States suffer from the lack of scientific studies that would identify the needs of the masses, help in curricula construction and the choice of effective educational methods as well as the evaluation of programs and the elimination of obstacles and constraints. This lack of scientific studies has been accompanied by shortage of information dealing with all aspects of adult education.

2.3.9 Little care is given to women in adult education programs

It is evident that current programs do not give due care to the education of women whether in terms of opportunities available or programs offered. The percentage of males attending these programs is much higher than the female percentage. The content is more related to mens' needs and interests due to prevailing traditions in some Arab countries. However, the current developmental and modernization movements in the Arab Region, if supported by carefully prepared and strong programs of adult education, is apt to remedy this situation.

2.4 Conclusion

To sum up, the Arab States, now involved with all their capacities in the development of their material, cultural and human resources in order to have access to the 21st Century, have come to realize the significance of adult education and its importance in achieving those goals. They have initiated programs which meet their developmental needs. And, now, they have to go further by widening the scope of adult education so as to open up opportunities for all people to have continuous life-long education. The sporadic elements should be grouped in a comprehensive system that branches out to tributaries and channels reaching the remotest areas. The aims and contents of adult education programs should be linked to the development movement and peoples' needs. There is also need for the training of qualified workers, the provision of effective educational methods and materials. All this should be supported by active scientific research and a strong movement of authorship, translation, publication and data collection - all leading eventually to the promotion of work and its progress on a rationalized basis.

3. DISCUSSION: TRENDS, CONCLUSIONS, RECOMMENDATIONS

From a large and rich debate, covering a wide range of directly relevant and closely related topics, only the main ideas, suggestions and recommendations are reported in the following pages.

3.1 Overall Framework

The moment seems crucial and very propitious for a debate on adult education in Arab States. The Arab Nation is passing through a particularly important period of its evolution: on one side there is its political and cultural affirmation, as well as the strengthening of mutual relations between Arab States and of their importance on the international scene; on the other, is the evidence of the potentialities for economic growth of the Arab States and the unprecedented enormous increase in economic wealth. Along with these trends, there is a wide rethinking of educational policies and patterns, stimulated both by the new needs and by deficiencies of the existing educational system and its outputs.

Therefore, the role of adult education and its specific goals should be considered only within the context of overall national goals, in relationship with broad socio-economic objectives and possibilities, in the framework of a global educational policy and regeneration. Every attempt to isolate adult education from such a framework, could result in a failure.

All Arab States have at the present stage ambitious plans for economic progress, for better utilization of natural resources, and for cultural renaissance. It has become obvious that such objectives cannot be successfully achieved with a large percentage of illiterate citizens, without their promotion, uplifting, training and enlightening. On many occasions this interlink has been recognized as one of the most serious impediments and bottlenecks for overall development. Nevertheless the necessary conclusions have not yet been drawn from these warnings. Many countries give the impression that they behave in their educational policies as if it was possible to wait for the arrival of new educated generations in the nearer or more distant future, without undertaking any effective and large scale educational activity in favour of millions of underpriviledged and needy adults. Evidently, this is not possible if the achievement of stated goals is not to be compromised. Moreover, despite the fact that many countries in the Arab World have recognized the need of Adult Education, the overall impression suggests that Adult Education has remained the 'poor relation', or the temporary, second rate activity with little moral, technical and financial support. At the same time, Adult Education has on the whole not been very successful in associating itself with the pressing problems in Arab Society, such as social justice, equality, food production, health, national consciousness and political participation.

Thus, there is an urgent need to identify priority adult education tasks in the light of adequate fundamental socio-political economic and social-cultural objectives of each Arab State.

In the Arab States, as in most countries of the world, there is an awareness of transformation needed to reform the educational systems, in order to make education a life-long and life-wide process, as well as to put emphasis on learning facilities which may be used by learners more flexibly throughout their life-span - through formal or non-formal ways, through schools' and out-of-school modalities. Since all solutions for educational problems cannot be found only through and within patterns of schooling and formal education, adult education practices and non-formal ways of learning are attracting increased attention. These aspects of educational policies and strategies are animating educators and decision makers, and stimulating reformers and inovators. So much more will be done especially here in this area where the Arab Islamic tradition was most predominantly based on the acquisition, transmission and application of knowledge, and on life-long learning. The philosophy of permanent education, "learning from the cradle to the grave" in the words of the Prophet, the concept of recurrent education and self-learning, the practice of learning in all life situations through mutual sharing of knowledge and experiences, using all possible potentialities in the society for learning, alternating study and work is deep-rooted in the Arab Islamic Legacy. The religious education was continuously based on such principles. Unfortunately, some unfavourable and constraining conditions that for some time prevailed in the Arab World prevented the application of these principles on a larger scale and discouraged those responsible for educational policies and the learners from placing hope and emphasis on adult education. But, fortunately, those conditions are gradually and rapidly disappearing.

Yet, in the present phase, educational renovation in general, and more particularly the development of adult education, should draw largely on inspiration from the Arab Islamic Legacy.

Many countries in various parts of the world are today acquiring precious experiences in conceptualising, initiating and expanding adult education. Some of them have similar problems to solve and similar objectives to reach as each one of the Arab States. Experiences in eliminating adult illiteracy in difficult conditions and with scarce resources in functional literacy programs linked with rural development objectives in adult educational activities, supporting land settlement schemes or migration from rural to urban areas in workers' and technicians' continuing education programs correlated with the scientific and technological advances, in university adult education practices etc. are without doubt valuable for the enrichment and expansion of adult education in Arab States. It is necessary to encourage a wider exchange of experiences in adult education on a world scale.

The second source of inspiration for development of adult education policies and practices should be drawn from experiences and achievements in other countries, and particularly from the Third World.

In spite of several outstanding achievements and considerable efforts in many Arab States, the general situation, regarding adult education is far from satisfactory. There is a big gap between needs and results achieved; as well as a wide gap between words and deeds in adult education. There are many objective and subjective reasons for that situation; there are real and fictitious obstacles in the way. But some of the most important reasons are misunderstandings, misinterpretation and false conceptions about adult education. There are some policy makers and people who consider adult education to be of secondary importance and that all educational needs of societies can be solved through gradual expansion of primary education; many more think that adult education is limited to literacy; some are interested in adult education only as a way of training unskilled workers and farmers for their jobs; most of them are considering adult education as a temporary activity which will vanish and become unnecessary with the universalization of schooling. Contrary to these opinions, there is growing evidence that Adult Education is not a mere remedial service for unschooled or partially schooled adults and adolescents, nor a mere extension of the formal system of education. Adult education is a means by which the individual - irrespective of age, sex, occupation or level of education - can fulfil himself or herself through a conscious process of continuous interaction with society.

Therefore, adult education

- is a permanent necessity and its importance will grow along with the growth of the countries and the educational level of their populations;
- consists of various learning/teaching experiences for adults on all educational and professional levels;
- is an indispensable and irreplaceable element in any national policy and strategy for education.

Recommendation 1

The Panel recommends an appeal to be launched to Heads of States and Gouvernments in all Arab countries, as well as to the Arab League, calling their attention to the need for the preparation of comprehensive adult education plans, on national and regional level, in direct corelation with fundamental objectives of all Arab States, both for the immediate future and for the mid-term perspective.

Recommendation 2

As soon as possible each Arab State is urged to elaborate a comprehensive policy of Adult Education. The initiative in some countries to conduct overall surveys of adult education is commendable and should be followed by other countries.

Recommendation 3

A meeting of representatives of Planning Authorities, together with the representative of the Arab Fund for Economic Development should be convened to examine the ways of financing adult education programs and schemes in the Region.

Recommendation 4

ALESCO, ARLO and ASFEC are invited to include Adult Education on the Agenda of the Alexandria Conference of the Arab Ministers of Education scheduled for 1976. The conference is expected to suggest ways and means for the development of adult education policies in Arab States. The report of this Expert Panel on Adult Education and Development should also be submitted to this conference as one of its documents.

Recommendation 5

ALESCO, ARLO and ASFEC are invited to continue their efforts for the development of adult education policies in the Arab States and to convene a meeting to be attended by officials responsible for adult education in autumn 1976.

3.2 Adult Education and Development

Arab States are engaged in many big developmental schemes and are aiming to reach very important economic objectives: in agricultural and industrial spheres, in urbanization and land settlements, in development of natural resources and in technological advancements. Simultaneously, the Arab

World today is facing a series of decisive challenges, particularly the struggle against backwardness, political division, social and cultural contradiction, ideological and sectarian differences, the exploitation of man and the strengthening of efforts for mens' freedom and dignity. Development is more and more a comprehensive endeavour, comprising not only economic, but social, political, and cultural aspects of each society. Development is essentially a process whose aim is man and whose instrument is man. Man, with his thoughts, convictions, health and qualifications is the backbone and the prime motive power of development. It is thus inevitable for adult education to be an integral part of the process of overall development to act on it and to be acted upon by it. In that light, it is not only quite normal that a higher prioroty is given to the promotion of the "prime motive power", but also that adult education programs are linked with concrete development goals. Paradoxically, neither has happened.

Development objectives require stronger support by educational and training efforts, particularly by adult education programs. The first and immediate task is to establish a close coordination between development strategy and Adult education strategy in each Arab State.

For a long time basic development objectives as well as the fundamental criteria for development have been the growth of national income and similar quantitative indicators. Today the stress is on the relationship between economic and social development, on the fact that neither can proceed without affecting and being affected by the other. Development is much more than growth, it is also and perhaps above all, the provision of fundamental existential needs to everybody, the provision of equality of opportunity, social justice and decrease of inequalities, and the possibility of citizens participating actively in solving their problems and in decision making. Adult education should be seen as an integral part of such an overall concept of development. As long as development was considered as mere growth, as a result of technocratic undertakings and administrative measures, there was no real necessity for widespread literacy and adult education. The apparent failure of the struggle for literacy, education of adults and promotion of mens' abilities is in fact largely the failure of a concept of development which was not based on peoples' interests and the peoples' participation.

Decision-makers considering adult education and adult educationists themselves are urged to get in closer contact with development planners and identify the contribution of adult education to development, having in mind that such a contribution does not come only through technical skills, but through a higher level of civic sense, a higher degree of comprehensiveness, and overall promotion of the personality.

The actual economic situation has a twofold relevance to adult education, in that it exercises pressure on and increases the need for adult education, including adult literacy, and it allows for the allocation of more resources to education, including adult education or sometimes, particularly to adult education. Furthermore, it should not be overlooked that some impeding factors are now becoming stimulating factors for adult education; as the following examples indicate. Primitive agriculture, so widespread in many parts of the Arab Region, that does not give any incentive for learning either literacy or farming practices, may be gradually improved if even modest agricultural investments and gouvernmental supports are launched in a coordinated way with agricultural extension work and functional literacy programs. The migration from rural areas into industrial plants and the urban economy, as well as the high illiteracy rate among semi-skilled manpower, leading to deterioration of labour productivity and work relations, could be remedied by adult education and workers education programs. The marginal role the workers are playing in the socio-economic change of many countries coupled with the fact that for many years they remained one of the educationally deprived social categories may be improved through impetus given to workers' education. Finally although facilities and means for the adaption of more advanced and highly sophisticated production techniques exist in several areas, the shortage of larger shifts of skilled and educated manpower is the limiting factor both for the application of advanced technologies and for the productivity level of highly trained technicians; adult education can both help societies to assimilate and apply various technologies and to avoid the disruptive conflicts that so often may arise from the application of imported technologies, especially when such an application is done on a massive scale. Similar problems exist in the primary, secondary and tertiary sectors of the economy.

Reflecting the comprehensive role of people in development, all these adult education programs should be multifaceted and polyvalent, conceived to avoid the narrowness of mere literacy, the pragmatism of mere skill training and the fragmentary approach to the human being in general.

Recommendation 6

We call upon Heads of States and Arab Gouvernments to invite specialists in adult education to participate in formulating and elaborating development schemes so that adult education components, for illiterate and literate agents or beneficiaries of these schemes, are incorporated and executed as part of national developmental efforts.

Recommendation 7

Plans and programs, correlating development objectives with adult education should be drawn up particularly on the micro-level, in local communities, for ecological entities, in order to bring educational contents and literacy curricula as close as possible to the needs of the learners and the requirements of the environment. Such decentralized planning of adult education programs is a novel task for the immediate future, which deserves particular attention.

Recommendation 8

Workers' Educational Associations, Departments of Workers' Education, as well as specialized institutions for Workers' Education, should get greater moral and financial support in order to contribute efficently in each of the Arab States to the overall upgrading of workers and employees.

3.3. Adult Education and Cultural Development

Inside the Arab World there exists a socio-cultural unity with one dominant religion to which the majority adheres, one language and a culture all having the same roots. Development of Arab Cultural legacies and the value systems they contain and convey, is closely linked to the aims and programs of adult education. In fact, the initiation and expansion of educational activities and learning facilities for adults has to be seen as a component in creating and promotion conditions for a richer cultural life, self-fulfilment in local communities. This is particularly important from two standpoints. First, the unique Arab culture, its traditions and values, its expressions and manifestations, has naturally its local particularities and differentiated ways of realisation. Second, there are areas with local cultures that are slightly different from the prevailing Arab culture and the respect of these differences is the only way of preserving cultural values and of integrating cultural variations into a cultural unity. Therefore, both adult education and adult literacy play a unique role in spreading cultural identity and establishing a massive basis for cultural development and cultural cooperation. Without such efforts, both the promotion of cultural expression and collaboration inevitably remain limited to the privileged and consequently elitist.

Genuin a cultural development has to be protected from "cultural invasion" from two sources: on one side, from abroad, since negative external influences may ultimately lead to cultural dependence; on the other from an environment alien to the original one, which may increase the cultural alienation of people and disrupt authentic cultural development by underrmining its values, popular character and originality. Developing and promoting local cultures is a process in which the local people themselves should be encouraged to participate. Such cultures usually include Folk Literature, poetry, singing, dancing, arts and crafts, as well as methods and styles of learning. However, promoting local cultures and genuine cultural development means much more, since it leads to self-consciousness, real understanding and a clearer interpretation of the surroundings. Adult education is a key factor in this process because not only does it increase the ability of people to read and write, but raises the level of their awareness and consciousness and it gives them the intellectual capability to appreciate the culture in relation to the surrounding world society and development. It can also give them skills to transform, expand and express their latent talents.

Ministries of culture and other authorities concerned with cultural development, Ministries of Information, Mass Media, Radio- and Television Stations, cultural and artistic institutions, the film industry etc. have to play a more prominent, organized and coordinated role in supporting people in their efforts for cultural identity and development of culture, its promotion and preservation.

At the same time, organized cultural development requires expansion of cultural services. The relationship with adult education aims and activities is evident, since mass-culture and various means of propagating cultural and artistic creativity and performances are expected to provide larger sectors of the society with some vital tools of life-long learning, communication with the environment and self expression. Cultural service 'departments' in the Arab Countries have had a more determinant impact on large sections of people in urban than in rural societies. Such services to succeed require well conceived national plans that would

- allow maximum participation by the people,
- cut across the geographical, social, educational and sex boundaries in society,
- protect the country as a whole against external cultural

dependence (but not against cultural exchange which is essential for the growth of any culture),

- protect the masses against cultural domination by one section of society
- use the existing educational institutions to promote cultural services,
- and enable every individual in society to have access to these services.

Adult Education, as a societal movement, needs the support of bodies, services, institutions, associations involved in overall cultural development. Only in a common effort by providers of educational and cultural activities, by direct cultural and educational efforts of learners themselves, by collective efforts of the community in all social and economic units can the objective of a life-long and life-wide learning process become a reality.

Recommendation 9

It is suggested to all Heads of States and Gouvernments in the Arab States to expand their plans and financial allocations for cultural development and that ALESCO should convene a Regional Conference to discuss the Role of Culture in relation to life-long Education.

Recommendation 10

It is recommended that Arab States, Arab Regional Organizations as well as International Organizations put together some funds for the publication of some of the rare and valuable Arab-Islamic books and manuscripts related to various fields of Adult education and for the translation of those into foreign languages to make them available to the non-Arabic public. It is also recommended that

> ARLO would work out a program for the translation into Arabic of some of the basic texts and references in adult education from all over the world to help adult educators in the Arab countries to see and examine adult education from a comparative point of view.

3.4 Adult Education and the Formal Educational System

The links and relationships between formal and non-formal ways of education, between education of children, youths and adults are manyfold. Yet, for the time being, the support given by one for the other is minimal. Instead of cooperation and even integration of some activities, there is mutual exclusiveness. To change the actual situation more comprehension is needed on both sides.

Schooling is still considered as a once-for-all teaching process. Primary and secondary schools are preparing pupils to leave the world of learning, if they don't continue at the higher level, instead of preparing them for continuous self-learning. Learning how to learn has still not become an important goal to be achieved during the period of schooling. Schools have not yet implemented part-time schemes or multiple-point entry, nor have they offered to their learners the chance of lateral entries and re-entry according to individual needs. Primary and secondary schools are rarely open to adult learners. There are few cases where schools are offering non-formal or formal programs for adult learners, for pupils' parents or other categories of the local population. Primary and secondary school teachers are not yet sufficiently involved, particularly not in towns, in adult literacy and other adult education programs.

While some of the technical and vocational schools offer both regular full-time and part-time programs which are somewhat related to vocational and professional needs, many of them are too "scholastic" and "bookish", divorced from the real productive life, and offered only to regular students. Many teachers are insufficiently versed in the industrial and agricultural problems. Their technical, vocational and professional knowledge has become absolute due to rapid technological advances. They dare not organize special courses for employed adults, or for those who are jobless due to lack of adequate skills.

Very few universities in the Arab World seem to have shown interest in adult continuing education. Even those who have initiated activities have been obliged to restrict or terminate them, due to financial constraints and lack of appreciation by those responsible for Universities and their development. University professors and lecturers are only modestly taking part in spreading knowledge among various categories of adults. Equally true, institutions of higher learning have barely opened their doors to so called non-regular adult or employed students. In rapidly developing societies there is an urgent need to "open" the universities to new categories of students. Some practical steps would be to introduce

- a flexible admissions policy that would enable every adult who is intellectually capable to study at a university to do so without undue constraints,
- a flexible degree structure that would enable students, both adults and youths to study at their own pace and to alternate work with study,
- a teaching learning approach that would make use of all possibilities of learning in the community.

The Union of Arab Universities has an important role to play in getting the message to member states.

What is needed are policy decisions that all educational premises and facilities at all levels are to use for both formal and Adult Education.

Adult Education, on its side, is equally ignoring the needs and potentialities of formal education. Since many basic educational needs cannot be adequately satisfied through formal schooling, non-formal ways of learning would be more helpful in meeting these deficiencies. Additional supplementary adult education programs are necessary on a much wider scale. School drop-outs relapsing into illiteracy, particularly those in the 12-25 age-group, are gravely handicapped and very few educational facilities exist for this important category of the population. Non-formal adult education activities should be widely offered to these boys and girls.

Adult education has another important role with regard to formal schools. Since many children are obliged to leave the schooling stream because of economic necessities, poverty or social prejudices, they should be helped, if they so wish, to return to primary or secondary school at a later stage.

A similar compensatory action is necessary for students coming out of technical and vocational schools. Many of them are inadequately prepared for employment or particular technical jobs. Programs of workers' and adult education have to repair these deficiencies.

Adult Education Departments in Universities should be prepared to accept some responsibility for the educational promotion of the surrounding communities. But more particularly institutions of higher education must be responsible for offering continuing learning facilities to enable their alumni to update their knowledge and skills, as well as for arranging refresher-courses for professionals and officials who in rapidly changing societies are unprepared for new tasks and responsibilities. There are some other urgent tasks to wich Arab Universities should address themselves, such as the training of adult education personnel and the promotion of action research into the field of adult education and related fields; training and retraining for school teachers; offering intellectual leadership over important issues that arise from time to time.

In a nutshell, the fact that educational facilities in the Arab Region are inadequate both in quality and quantity, makes it essential for adult education and the formal system of education to share the existing facilities and to interact at all levels. If we look at education as a continuing process then all its facets ultimately will be integrated in every way. In this case it need no longer remain the monopoly of one agency or one section of society, any more than one segment of education.

It is evident that there is no clear-cut policy to link adult education with the formal schooling system, just as there is no clear cut policy to link adult education with development. These deficiencies equally hamper the promotion, expansion and relevance of adult education.

Recommendation 11

Ministries of Education are invited to propose legislative and administrative measures to establish appropriate and efficient relationships between the formal and non-formal systems of education, as well as to make available existing educational premises and facilities for adult education.

Recommendation 12

Legislative bodies are requested to promote actively the cause of adult education. Teachers' associations and trade unions should stimulate their members to take active part in promoting educational and cultural activities for the adult population, and especially for underprivileged categories of the population.

Recommendation 13

ASPEC and ARLO may wish to invite the Union of Arab Universities to set a preparation committee to prepare a meeting,for 1976, of all the Arab Universities to discuss their role in adult education. During the preparatory stage some studies may be undertaken to clarify various aspects of university work such as:

- what activities could aim at 'opening' the universities to the public and community;
- what could be done specially through Departments of Adult Education in the Faculties of Education or by any other faculty, charged with the responsibility for training adult education personnel at different levels and also for teaching about various adult education problems as a component in the Degree and Diploma Programs.

3.5 Action Priorities

Although adult education, by its very nature, has to provide for a wide range of activities and interests, the range of programs will differ not only from country to country, but from city to city, and from one environment to another.

However, subject to constraints of financial, intellectual and infra-structural character, some general priorities for adult education activities may be tentatively indicated.

First Priority goes to deprived categories of each society.

Special attention is deserved by those who, due to poverty, lack of provision or lack of awareness, missed any opportunity of schooling, as well as by those who left school so early that rapid relapse into total illiteracy is iminent. Girls and women obviously represent the largest category of people who, due to social circumstances and prejudices, have been deprived from educational benefits. The population in scarcely populated rural areas and bedouins need special care, since the usual modalities of education are not suitable for these special conditions.

It is thus obvious that illiterate adults deserve priority attention. Past literacy efforts have developed at a slow pace and in this light it is expected that illiteracy among adults will last for several decades more in the Arab Countries. It is even estimated that some Arab countries would need 120 years to eradicate illiteracy if they continue their efforts at the present rate and if all factors remain constant. Illiteracy percentage, unevenly ranged between 89 and 24 % for individual Arab countries, show that illiteracy is still a serious problem for each of them.

Literacy is, naturally, only "one moment" of adult education but a very important moment for countries with widespread illiteracy. Although adult education neither starts with literacy skills nor ends with their acquisition, it should include literacy.

Literacy alone does not solve fundamental issues, neither in the society nor in the personal life. Successful literacy programs - as stated in a recent symposium on Literacy, in Persopolis - have been implemented only in countries where literacy was part of basic socio-political and socio-economic transformation, or in countries where they were related to concrete development schemes and objectives of a more limited size. The experiences in the Arab world confirm this statement. Since however the former circumstances are rather exceptional, the latter alternative has to be pursued, with a view to incorporate literacy schemes into the context of total development.

Therefore we refer to the following conclusions regarding the literacy strategy in the period 1975-85:[1/]

"It should be emphasized here that during this period the main focus would be to eradicate illiteracy among all individuals, both males and females belonging to all organized sectors who are involved in development in one way or another, thus leading to their active participation in all types of developmental work. Once this aim has been achieved strategic efforts after 1985 would concentrate on some pockets for their liquidation... It should further be emphasized in this connection that the achievement of the strategic aim, as already defined, is subject to two pre-requisites that are beyond the scope of the literacy strategy, namely that: a) there should be a tie in between literacy efforts to all developmental efforts; and b) the provision of compulsory primary education for all children in the age-group 6-12 before 1985 and the improvement of its quality so as to achieve its goals."

[1/] "Proposed Literacy Strategy for the Arab States" by ASFEC

While the first priority corresponds particularly to the promotion of social justice and the decrease of disparities in knowledge distribution the second priority goes to those areas or categories of population where the disparity between learning needs and the provision to meet them is particularly deep.

This criterion for identifying priorities for adult education action inevitably leads to a variety of programs:

- for different categories of learners,
- for various areas of knowledge or skill,
- for all levels of educational attainment,
- for theoretical or practical purposes. In fact, adult education should not be limited to literacy action, as it is still often the case; it should aim at offering learning facilities to many categories of adults most in need of them. Naturally these priorities will depend on the situation in each environment and on resources at the disposal of program planners and organisers. If these criteria are admitted adult education activities will be spread over a very large range of learners:
- from some groups of illiterates to skilled workers whose knowledge is far behind the technology they are using in their work,
- from agricultural labourers engaged in self-managed farms to technicians in modern factories whose skills have become absolute;
- from farmers living in areas where the feudal system is being abolished to urban settlers who moved from slum dwelling into new urbanised areas;
- from boys and girls unprepared for family planning practices to citizens being invited for the first time to vote in public life etc.

For all of them learning practives are a prerequisite for facing changes in life and work. And the great disparity between the learning needs and their real knowledge and skills makes them priority candidates for adult education programs. However, these types of learning needs have not yet been fully recognised.

> Recommendation 14
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> Planning authorities, in cooperation with educational authorities, are invited to identify the basic priorities for adult education in each country, making due allowance for regional and local differences.
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> Recommendation 15
>
> Decisions on the proposed Literacy Strategy for Arab States by ASFEC, should be taken as early as possible both by ALESCO and by individual Arab States.

3.6 Contents, Methods and Media

In adult education practices as well as in formal education for the school going population, contents are often not relevant to learners' requirements nor to community needs. They correspond more to the ideas which organizers and providers of adult education have made of learners' needs, than providing an answer to the real problems which adults are facing in their daily lives. Adult learners have to be directly involved in expressing their learning needs, identifying content, programming and implementing educational activities. For adult education is particularly suitable for carrying out the principle that everyone has the right to participate in deciding what he or she would like to learn, what is needed, and how, where and when. In current practices this principle is rarely respected.

In the immediate future, emphasis has to be placed more on designing new contents for programs rather than refining and improving what already exists.

What is particularly needed is that the content of programs should help people to understand better the society in which they live, and the lives they have to lead; to help them solve their fundamental existential requirements; to participate actively in changing and improving the quality of life and work. What is equally necessary are activities which will strengthen national integration, cultural identity, self-confidence, equality, and dignity of the human being.

Adult education practices are too often divorced from life and work. The efficiency and impact of the learning process would be transformed if adult education becomes part and parcel of daily life; of the life at work to help people increase their earning; of the life in the home to decrease child mortality, and promote decent living conditions. The best way for adults to learn is learning by living and learning by working.

Therefore, the content of adult education activities should be diversified and related, much more than today, to the life and the variety of living and working conditons and situations.

The efficiency of adult education depends not only on the level of curriculum relevance, but equally on learning methods. The currently used methods are based on conventional teaching practices mostly utilized in schools for children and youths. These deep rooted practices and their mechanical transplantation into the world of adult education, are one of the major difficulties most countries and organizations are facing in discovering better methods of adult learning. The methods currently in use in adult education are based predominantly on the teachers' role and are undermining the role of the adult learner in the learning/teaching process. The discovery of suitable new methods of learning, as distinct from methods of mere teaching, is an urgent and pressing task. Both the expansion of adult education and its impact largely depend on such methods that would enable the learner to become actively involved in a teaching/learning situation designed to draw maximum degree of participation from both the learner and teacher.

Major obstacles for transforming teacher-learner relationships are the social expectations demanded of the teacher, the image of the teachers' role in society and the methods adopted for the training of teachers. Teachers are much more confident in their function as transmitters of knowledge, than as friends and helpers of learners whose main duty, particularly regarding adults, consists in creating a learning environment and participating actively in the efforts of learners to comprehend, by themselves, the realities of life, and to be prepared to solve their own problems and satisfy their various requirements (existential, moral, economic, political, material, cultural, etc.). Most of the people, teachers and administrators alike, engaged in adult education, are not yet prepared for such a change.

It thus becomes clear that there are two simultaneous tasks regarding existing teaching practices: unlearning of what represents backward traditional beliefs, as a prerequisite for promoting effective adult learning and development of advanced methods through proper teacher training activities.

The chances of achieving both the qualitative and quantitative objectives are minimal without the utilization of educational technologies. Mass communication media have become educational tools of undeniable value to contemporary education in general, both in developed and developing countries alike. Their case is somewhat stronger in developing countries, since many people encounter radio, film and even television before they encounter the printed word. Recognizing both the great potentialities and serious limitations of educational technology, there is however no doubt about the trend for their greater utilization in adult education. Four particular objectives have been highlighted:

- to spread the network of technological means since some of the media are not yet available to the broad masses in Arab States;
- to put emphasis on the utilization of so-called soft, simple, appropriate, intermediate educational technologies, rather then to try only to imitate more advanced technologies;
- to use educational technology for various types of programs: literacy acquisition, vocational training, political education, popularisation of science, community development, workers education, agricultural extension, environmental education, family relations, family planning, health, nutrition etc. mostly in a combined way, as a package in a multi-media approach;
- to put emphasis on the psychological and technical preparation of educationists as their conservatism and reluctance prevent educational technology to expand, in order to facilitate the utilization both of mechanical technology (from simple audio-visual techniques to radio, TV and computers) and mental technology (such as new methods in organization, administration and financings).

It is a pressing need to formulate, in each country, clearly defined policies for the utilization of various educational technologies and communication media, including radio and television for adult education in such a manner to guarantee a real and rewarding return from such media and to avoid any manipulation and alienation of the public by the utilization of such media.

Recommendation 16

Research and experimentation in the identification of content and the preparation of learning materials should get high priority. This has to be supported by more intensive and appropriate teacher training and by publication of guides for adult education workers. Several Universities, many teacher training colleges, workers' educational associations, adult education centres, ARLO and ASFEC should get into this type of action research and operational activities.

Recommendation 17

Arab States are invited to develop adult education methods, techniques and programs that would meet the learning needs in their societies. UNESCO is invited to assist the Arab States in the promotion of methods, techniques and programs of Adult Education. ARLO and ASFEC should support the efforts of the Arab States to promote new methods, techniques and programs of Adult Education.

Recommendation 18

ASFEC and ARLO are asked to study the methods currently used in adult education institutions inside and outside the Arab States and to exchange their findings and conclusions with the various institutions. They should encourage the exchange of experiences amongst the Arab countries and other countries. They should sponsor scientific research on methods and techniques with the aim of promoting educational inovations and attaining better returns with minimum costs.

Recommendation 19

Both ASFEC and ARLO should carry out a limited number of Pilot Projects for various categories of adult learners. Funds for such projects, including necessary funds for feasability studies, should be sought primarily from appropriate Arab Organizations. International Agencies such as UNESCO, FAO, ILO and WHO could be approached for technical assistants.

Recommendation 20

The Panel commends ASFEC and ARLO for the efforts they are making in producing their two periodicals 'ARAA' and 'Education of the Masses' and requests both organizations to strengthen and expand these periodicals. UNESCO may examine the suggestion that the 'UNESCO Adult Education Information Notes' be published in Arabic.

The Literacy Journal 'Education of the Masses', published by ARLO, should extend its subjects and cover all adult educational activities, putting particular emphasis on exchanging and evaluating experiences in curriculum building and methods used in learning/teaching practices.

Recommendation 21

ARLO and ASFEC are invited to continue their efforts as regards information dissimination in the field of adult education and to assist the Arab States in this respect. These activities should be integrated with general educational documentation. Various educational documentation centres in the Arab States are also invited to pay attention to the collection and dissimination of documentation on adult education.

As a first step to create a chain of documentation and information centres for adult education in all Arab States, it is proposed that the existing documentation and information unit at ASFEC should be strengthened and expanded so as to enable it to explore possibilities of documentation work and to acquire necessary technical know-how. This unit should seek cooperation of the existing educational documentation centres in Arab States, and wherever necessary help in setting up of national documentation and information centres for adult education.

3.7 Organization and Administration

A distinction between systems of formal and adult (nonformal) education is that whereas the former is usually the preserve of one Ministry (Education), the latter is of concern to all or most departments of gouvernment. And to these potential providers of adult education must be added the many non-statutory and parastatal agencies which are to be found in most countries in the region. An inventory of providing agencies in any country would reveal not only the multiplicity of such bodies but also often lack of clarity over the functions which each is or should be fulfilling. It is thus necessary not only to know who is available but what each of the agencies is doing: there must be agreement on functions. Functions, however, can only be determined when it is known, in the context both of the nation as a whole and of each local community, what are the priority tasks and what needs to be done.

It will be arising from this examination of tasks and potential implementors that a national policy for adult education can and should be framed and a realistic organizational framework established.

The structure to be adopted must be fashioned to meet the needs of each country. There can be no overall blueprint. The time is over when adult education activities have been the prerogative of voluntary organizations. In present day societies, gouvernments have to take a large responsibility for adult education programs schemes and institutions. Voluntary, non gouvernmental efforts - vital and indispensable - are complementory. For all these reasons coordinating machinery is necessary. That there must be a national framework was accepted by the Expert Panel; the difference emerged in discussion as to the particular form this framework should take, the desired coordination of activities, and the encouragement of co-operation, must not be an excuse for setting up a large bureaucracy with the consequent probability of destroying local and voluntary endeavours. On the other hand a wholly voluntary, non statutory body given these tasks is likely to lack the authority necessary for ideas to be transformed into action programs. The general consensus was that some form of national statutory body is required, though how this is to fit into existing administrative patterns can only be determined in the context of each individual country. Among the suggestions made were a supreme inter-ministerial council, remitting directives to individual Ministries and non statutory National Associations of Adult Education.

There is a growing concern already in many interested circles about the desirability of setting up a regional organization to help with the development of adult education in the Arab countries and the need to strengthen links with international inter-governmental and non-governmental organizations.

The need for adult education to be properly represented in a framework of the Ministry of Education becomes increasingly evident. Ministries have grown according to needs. First departments dealing with primary education were established and later similar provision was made for secondary, tertiary and teacher education. As adult education emerged as a distinct field of activity, small, almost miniscale, sections were attached to deal with this peripherical branch of education; and that is often the position today. There thus needs to be a wholescale re-shaping of the administrative structures of Ministries of Education, indicating that adult education is receiving its fair share of attentions and resources.

No structure will function which is not rooted in the local community and which does not allow for a free-flow of ideas from the people in local communities to the national level. The need to set up local committees, linked to the national body through such intermediate stages as are necessary, was stressed.

Legislation will be required to give statutory sanction to adult education. What is needed are laws and administrative measures which reinforce the concept of the totality of education as being both life-long and life-wide. Specific sections may be needed in adult education, but these should be within legislation dealing with education as a whole. In such laws, too rigid a definition of adult education may have the undesirable result of confining the range of activities which can take place.

Adult education must be the result of a large variety of initiatives by governmental bodies, voluntary organizations, public and private enterprises, cultural and educational institutions, and learners themselves. Only if such a combination of efforts is encouraged and respected can adult education flourish.

The need for trained personnel was considered. Workers would be required of various kinds, and with differing qualifications. Some administrators and teachers should have thorough professional training; there is also a need, however, for non-educators and those who are ready to share their knowledge and skills with their workmates and peers, who are imbued with the desire to be of service to others. Such people will require basic training in appropriate methods of teaching and helping others to learn. In all training the aim should be to form a cadre of men and women who can promote the creation of a suitable learning environment.

What an expanded system of adult education needs, as it reaches wide groups of underprivileged people and various categories of adults in urban and rural areas, and if it is a tool for the democratisation of education as a whole, is a limited number of qualified full-time officers, organizers, animators, specialists, technicians, and educationists and a very large number of devoted, part-time militant educationists and professionals, somewhat akin to social workers struggling for a common cause. Adult education is much more than a profession; it has to be seen and felt as a cherished ideal, conducted with fervour by people who are wholly committed to it.

Recommendation 22

Each Arab State should set up a national committee in which Ministries, organizations and institutions concerned with adult education may come together to develop their policies in adult education, and integrate their efforts in this field, facilitate the coordination and enlist the popular participation in adult education activities.

Recommendation 23

The Arab States are invited to introduce the appropriate legislations regarding developing, coordinating and financing adult education projects. The legislations should take into consideration the objective conditions of Arab States, and to focus particularly on priorities of social economic development plans.

Recommendation 24

Arab States may encourage the organization of Voluntary Education Associations to help in the initiation of adult education programs and the promotion of various activities.

Recommendation 25

It would be appropriate to establish in all Arab States a machinery for providing special training programs for workers in adult education. Special attention might be paid to urgent needs for the highly trained cadres needed for staffing University Adult Education Departments.

Recommendation 26

The Panel invites the attention of Arab Gouvernments and Heads of States to examine the proposal for ASPEC to become a Regional Centre for Adult Education with the following main objectives:

- training of adult education personnel at all levels,
- carrying out research in the field of adult education,
- establishing a documentation centre for the dissemination of information inside and outside the Arab World,
- planning and carrying out Pilot Projects,
- establishing closer links with ARLO, the proposed Adult Education Association and all Adult Education Organizations in the Arab States.

3.8 Economic and Financial Aspects

It is now recognized in the Arab World that education, and particularly adult education programs aiming at short term objectives, have visible benefits, both immediate and deferred, individual and social. Even they cannot be quantified and measured as a cost-benefit analysis (due to many imponderable factors intervening in such complex socio-cultural undertakings). The practical experience of economists, enterpreneurs, managers, politicians, trade unionists and educationists proves undeniably that adult education programs, if and when well conceived and implemented, have what can be called a "total benefit" as a sum of individual and social benefits taking into account those produced by the spread or diffusion effect. Therefore, there is a concern in most Arab States about the lack of financial resources for adult educational activities.

First of all, governmental resources have to be amplified. In the world of today, governmental and public authorities cannot but take the major responsibility for adult education, and this necessarily includes providing it with adequate financial resources. Many gouvernmental objectives, including the universalization of primary education, policies regarding land use, the settlement of nomads, family planning etc., cannot be efficiently implemented within largely illiterate communities. Most of public and private enterprises can hardly be run or managed without more developed workers' education programs. Economic expansion and partial absorption of the unemployed necessitate precisely defined promotional schemes and the widening of learning facilities.

It is still not sufficiently recognized that in all societies and environments there are underutilized and unutilized potentialities for learning. Identifying and tapping these is one of the first practical steps in the perspective of promoting learning into a lifewide process.

Recommendation 27

For all these, as well as many other reasons the Panel recommends steps to be undertaken to:

- increase public funds, from various Ministries and other official bodies for adult education,
- expand the contributions of Education Ministries to adult education, aiming to reach within a few years 10 % of the total educational budget in each country,
- include a certain percentage of main developmental programs for training and educational purposes, as a built-in component for the promotion of agents or beneficiaries of development programs,
- stimulate public and private enterprises through a system of tax preferences, to take care of educational and training needs of employed personnel,
- encourage voluntary efforts and contributions for adult education,
- increase, where and when possible, learners' contributions to the costs of programs.

Moreover, the time seems favourable in the Arab World for the Creation of a special Fund for the Development of Human Resources which could serve not only literacy but various needs of adult education.

Recommendation 28

As adult education is usually neglected in bilateral negotiations between countries and in the submissions to UN agencies, the Panel considers that adult education should be included as one of the priorities on both international and bilateral levels of negotiations.

4. CONCLUSION

New vistas for economic development of the Arab States and for the world affirmation of the Arab Nation are opening unexpected possibilities and imposing yet unanswered obligations on all of us and on all of those who are responsible for material and human development in this part of the world.

May we express the hope that National Authorities in Arab States, particularly Ministries of Education, the Arab League, ALESCO, UNESCO and other Specialized Agencies and Bodies for bilateral cooperation will devote to our report the attention which this important subject merits.

II. PROGRAMME

Friday, 28 November

Arrival

Saturday, 29 November

Conference Center of
the Arab League, Cairo

10.30 a.m.

Opening Address

H.E. Dr. Mohammad Hafez Ghanem
Deputy Prime Minister,
Minister of Higher Education
and Chairman of the Egyptian
National Commission for UNESCO

Address on behalf of the
Secretary General of the
League of the Arab States

Dr. Akram Nashaat

Address on behalf of
The German Foundation for International Development (DSE)
Education and Science Branch

Dr. Josef Müller

Address on behalf of
The Regional Center for Functional
Literacy for the Arab States (ASFEC)

Dr. Bashir Bakri, Director

Refreshments

12.30 p.m.

Organizational Session

Election of the Chairman
Mr. Kamal El-Hassany
Under Secretary of State for
Social Affairs

Vice-Chairmen:
Dr. Josef Müller
Dr. Youssef Shawki

Rapporteurs:
Dr. Roushdi Khater
Abdel Wahid Yousif
Dr. Asher Deleon

2.30 p.m.	Lunch at Sheraton Hotel
5.00 p.m.	Departure to Sirs-El-Layyan, ASFEC

Sunday, 30 November

Regional Center for Functional Literacy for the Arab States (ASFEC)

9.45 a.m.	Adoption of the Agenda
10.00 a.m.	The Role of Adult Education in Transferring and Conveying Technology Prof. Dr. Moustafa El Gabali Faculty of Agriculture, Cairo University
1.00 p.m.	New Concepts in Development and Education and their Significance for Adult Education Dr. Souad Khalil Ismail Acting Director, Unesco Regional Office, Beirut
	Development, Human Resources and Adult Education Dr. Mohamed Ahmed El Ghannam Educational Management and Planning Specialist, Unesco Regional Office, Beirut
4.30 p.m.	The Nature of Adult and Non-Formal Education Dr. Josef Müller German Foundation for International Development, Education and Science Branch Bonn

Monday, 1 December

9.00 a.m.	Literacy and Adult Education for Development Prof. Dr. James R. Kidd International Council for Adult Education The Ontario Institute for Studies in Education Toronto

11.30 a.m.	Mass Culture in the Arab States Dr. Youssef Shawki Prof., Al-Azhar University and Consultant to the Ministry of Culture for Mass Culture, Cairo
4.30 p.m.	The Role of Workers' Education in Development Dr. Abdul Raouf Abu Alam ILO Regional Expert in Workers' Education for the Arab Region, Cairo

Tuesday, 2 December

9.00 a.m.	Needs, Trends, Priorities in Adult Education Dr. Josef Müller
11.30 a.m.	Methods and Supplies of Adult Education Dr. Roushdi Khater Prof., Ain Shams University, Cairo
4.30 p.m.	Mass Media on Adult Education Dr. A.F. El-Eryan Associate Professor, Faculty of Education Ain Shams University, Cairo
7.00 p.m.	The Universities and the Challenge of Adult Education in the Arab World Abdel Wahid A. Yousif The Ontario Institute for Studies in Education, Toronto

Wednesday, 3 December

9.00 a.m.	Notes of the New Image and Reality of the Adult Education Personnel Dr. Heimo Mäntynen Expert in Out-of-School and Adult Education, Unesco Regional Office, Beirut

4.30 p.m.	Economics of Adult Education Paul H. Bertelsen Chief, Adult Education Section Unesco, Paris

Thursday, 4 December

9.00 a.m.	The Providers of Adult Education. Organization, Coordination, Administration Prof. Edwin K. Townsend Coles Programme Specialist, Adult und Non-Formal Education Paris
12.30 p.m.	Islam and Adult Education Dr. Ahmed Hassan Ebeid Prof., Al-Azhar University, Cairo

Friday, 5 December

Excursion

Saturday, 6 December

10.00 a.m.	Misconceptions Influencing Non-Formal Education for Women Dr. Asher Deleon Unesco Advisor to the Ministry of Education, New Delhi
12.00 a.m.	The Main Functions of Women in Overall Social and Economic Development and their Educational Requirements to Fulfil those Functions Mrs. Amina Shafik Al Ahram, Cairo
5.00 p.m.	Discussion with the Minister of Education H.E. Dr. Mostafa Kamal Helmy

Sunday, 7 December

10.00 a.m.	Guidelines for the Establishment of Documentation and Information Centres Dr. Munir Ahmed German Orient Institute, Hamburg
4.30 p.m.	Plenary Session Drafting of Recommodations

Monday, 8 December

9.00 a.m.	Drafting of the Summary Report
4.00 p.m.	Discussion and Adoption of the Summary Report

Tuesday, 9 December

0.00 a.m.	Discussion and Adoption of the Summary Report (continued)
3.00 a.m.	Closure of the Panel

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II. DOCUMENTATION

The second part of the report - documentation - comprises working papers, lectures, directories and a bibliography.

The main purpose of the Working Papers (6) was to give information necessary and to list up topics for discussion. The papers collect and reflect different, sometimes even controversal definitions, concepts, experiences and proposals.

They deal with the classical topics of adult education such as:

- Nature and form
- Needs, trends, priorities
- Access to adult education
- Literacy as part of adult education
- Methods and supplies
- Adult education personnel
- The providers of adult education
- Organization and administration
- Aspects of legislation
- Economics of adult education
- Documentation and information

The function of the Lectures (7) was to highlight the present situation of adult education in the Arab States and to reflect its overall framework in relationship with the new socio-economic and educational objectives as well as the patterns of culture and religion.

The lectures were concerned with:

- New concepts in development and education
- Development, human resources and adult education
- The role of universities
- The role of mass media
- Workers' education
- The functions of women in development
- Non formal education for women
- Mass culture
- Islam and adult education

Attached (8) are three Directories of

- National Adult Education Coordinating Bodies in the Arab States
- Departments and Centres concerned with Adult Education and Literacy in the Arab States
- Educational Documentation Centres in the Arab States

and (9) a Bibliography.

6. WORKING PAPERS

THE NATURE OF ADULT EDUCATION AND NON-FORMAL EDUCATION

Josef Müller

A. The Nature of Adult Education

1. Definitions

1.1 Adult Education (education = learning)

- "Adult education is any learning experience designed for adults irrespective of content, level and methods used... Adult education is related to a period of life... and can be formal, non-formal or incidental in nature." (Bertelsen 1/)

- "Any situation in which adults are involved in a clearly discernible teaching-learning process is adult education... Thus, further education is a type of adult education, literacy is adult education, fundamental education is adult education, extramural universitiy work is adult education, as is evening class work, as is correspondence education, as is women's education, as is worker's education, as is forces education, as is day-release study, as is in-service training and so one could go... It is an "umbrella term covering a multitude of activities." (Prosser 2/)

- "Adult education is a process whereby persons who no longer (or did not) attend school on a regular and full-time basis undertake sequential and organized activities with a conscious intention of bringing about changes in information, knowledge, understanding a skill, appreciation and altitudes; or for the purpose of identifying and solving personal or community problems." (UNESCO 3/)

  Defined in this way adult education would include: literacy and fundamental education; vocational or job training; education about health, consumer and family problems as well as education about physical and personal development; literature, art, drama, and other cultural programmes; community development, social education and community organization; political and civil education: religious and economic edcuation

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1/ Paul Bertelsen (UNESCO), Adult Education. A Position Paper (unpublished) p.1.

2/ Roy Prosser, What is adult education, in Mass Education (Dag Hammerskjöld Foundation 1970) p.31.

3/ Third Int. Conf. on Adult Education. A Retrospective International Survey (UNESCO 1972) p.24.

- "Functional adult education is that which founded on the relationship between man and work (taking the word work in its broadest sense) and linking the development of the working individual with the general development of the community, reconciles the interest of the individual with those of society. Functional education therefore is that which the individual fulfils himself within the framework of a society whose structures and whose superstructural relations facilitate the full development of human personality." (UNESCO 1/)

1.2 Non-formal Education - Out-of-School-Education - Formal Education

- "Any organized, systematic, educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults as well as children." (Coombs 2/)

  Defined in this way (corresponding to the mode of learning) non-formal education includes, for example, agricultural extension and farmer training programmes, adult literacy programmes, occupational skill training given outside the formal system, youth clubs with substantial educational purposes, and various community programmes of instruction in health, nutrition, family planning, co-operatives, and the like.

- Adult education and out-of-school education are not interchangeable as adult education can take place in schools and is often of scholastic nature (certificate courses in the Federal Republic of Germany)

- "Formal education is... the highly institutionalized, chronologically graded and hierarchically structured "education system", spanning lower primary school and the upper reaches of the university." 3/

1/ Third Conference on Adult Education. Final Report (UNESCO 1972) p.18.

2/ Philip H. Coombs with Manzoor Ahmed, Attaching Rural Poverty (World Bank 1974) p.8.

3/ Philip H. Coombs, op.cit. p.8.

1.3 Informal Education

"Informal education is the lifelong process by which every person acquires and accumulates knowledge, skills attitudes and insights from daily experiences and exposure to the environment - at home, at work, at play; from the example and attitude of family and friends; from travel, reading newspapers and books; or by listening to the radio or viewing films or television." 1/ Generally, informal education is not organized, purposeful or systematic.

1.4 Life-long learning - continuing education

Life-long education (éducation permanente) spans the total educational process throughout life (adult education included). According to the concept of continuing education, education similarly is a continious process often identified with adult education. Value for developing countries limited.

1.5 Life-long integrated learning - life-long integrated educational system

"A system that should ultimately provide every individual with a flexible and diversified range of useful learning options throughout his or her lifetime." 2/ Formal, non-formal and informal education are clearly complementary and mutually reinforcing elements.

1/ Philip H. Coombs, op.cit. p.8

2/ Philip H. Coombs (with other Eds.), New Paths to Learning for Rural Children and Youth (Iced 1973) p.12

Implication:

- Integration
  - horizontal according to life roles
  - vertical according to lifetime integrating one type of education with another
- Multiple entry and exit points after compulsory school-age to education ("recurrent education")
- Construction of "ladders" which enable moves to higher levels
- Construction of "bridges" which enable moves horizontally from one kind of education to another [1]

There are beginnings of such a system even in poorest countries if all educational activities/learning possibilities are combined into an overall learning system flexibly adapted to the needs of the learners (ages, stages, life roles, functions).

"Since studies can no longer constitute a definitive 'whole', handed out to and received by a student before he embarks on adult life, whatever the level of his intellectual equipment and the age at which he does so, educational systems must be thought out afresh, in their entirety, as must our very conception of them. If all that has to be learned must be continually re-invented and renewed, then teaching becomes education and, more and more, learning. If learning involves all one's life in the sense of both time-span and diversity, and all of society, including its social and economic as well as educational resourses, then we must go even further than the necessary overhaul of 'educational systems' until we reach the stage of a learning society." [2]

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[1] See Bertelsen op.cit. p.3.

[2] E. Faure (Ed.). Learning to Be (UNESCO 1972) p. XXXIII.

2. Characteristics, Types, and Contents of Adult Education Programmes

2.1 Main Features [1]

- Adult education is designed to accomplish many purposes. It coexists with and complements the formal school system.

- Responsibilities for adult education programme is diffuse: public control, private initiative, combination of both.

- Methods of instruction vary: from personal confrontation between the teacher and learning group to the radio and TV, mobile training units, demonstrations by extension services, correspodence courses, audiovisual aids.

- Courses are flexible, based on voluntary attendance, geared to the needs of the learners, task-, skill-centered.

- Short-term, present-time orientation of courses. Time and gain closely joined. Often part-time nocturnal or diurnal study. Flexible timing of all activities according to local circumtances.

- Unlike the formal graded system of education, adult education has fever programmes leading to such widely recognized credentials.

- Teachers may be specifically trained or have only professional qualifications.

- Investment on particular types of adult education may have more pronounced effects on economic productivity and social change in the short run (for example, courses of learning while working) than is the case with formal schooling. Payoffs tend to be tangible, immediate or short-term gains related to work or daily life: i.e. increased, material well-being, productivity, self-awareness and/or power to control environment.

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[1] See Roland G. Paulson, Non-formal Education Alternatives, in: Cole S. Brembeck and Timothy J. Thompson (Ed.), New Strategies for Educational Development (Lexington 1973) p.66f and Archibald Callaway, in: Planning Out-of-School Education for Development (UNESCO IIEP 1972) p.21.

- The greater number of programmes are conducted close to where adults live and work (ecological approach). Such programmes thus integrate well with specific educational deficiences within the local community. They are also likely to be flexible, beginning when most required and ending when no longer needed, as indicated by the demands of the work process.

- Because of the nearness to the points of use, adult education makes a vigorous contribution to national development. Its role in passing on knowledge, creating skills, and influencing personal values, is considerable.

2.2. Types and contents fo adult education programmes [1]

2.2.1 Specialized and continuing education for professionals and skilled workers

- training of administrators and field workers (for agricultural and business extension services, health, fisheries, forestry, integrated rural projects; for co-operatives, community development, animination rurale)

- courses, usually short-term, designed to upgrade management and other professional abilities and technical skills

- in-service training for keeping up-to-date with contempory advances.

2.2.2. Education for adults with little or no formal schooling

- courses designed to make up for educational deficiences (literacy and numeracy, civic education; functional literacy programmes which combine learning to read with acquiring new techniques in a particular occupation)

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[1] See Callaway, in: Planning Out-of-School Education, p.26f.

- courses for improving work performance (residence courses for farmers provided by government of voluntary organizations; evening or short-term day courses for upgrading technical skills of craftsmen or mangement abilities of small businessmen, rural radio forums)

- extension services for agriculture and small businesses (reaching farmers, craftsmen and artisans at their places fo work, meeting specific problems).

2.2.3 Education for community improvement

- educative services to encourage self-help for communities (provided by governments or voluntary organizations working through central authorities or groups on kinship, religious affiliation, or occupations; includes training in planning and execution of projects, such as market stalls, community halls, access roads, maternity homes and clinics)

- instruction for women in health, sanitation, nutrition, childcare; education for adults in family planning

- education for local groups which promote community efforts, such as workers', farmers', or co-operative associations.

2.2.4 Education for self-fulfillment and conscientisation

- education for critical awareness, social motivation, and the desire for emancipation from economic, social and cultural inferiority and alienation

- education in cultural heritage: music, arts, dance, theatre, literature, crafts, religion

- education for peace, international understanding and co-operation and elimination of all forms of domination in international relations.

- education for the protection and improvement of the environment and for making it more conductive to cultural development.

N.B. Division of adult education according to Roy Prosser 1/

- Formal adult education
  "The strongest felt need is that which provides opportunity for the acquisition of paper qualifications and the passing of public examinations. This can be conveniently termed "formal education", since it follows the general state pattern of public examinations integrated into the structure of child education."

- Fundamental education
  incl. community development, literacy, and numeracy

- Liberal adult education
  (key words: self-fulfillment, culture, civilization, clear thinking, heritage, democracy, leadership, the humanities)

- Vocational adult education

B. The Link between Adult Education and the Formal Education System

1. Adult education can be formal by organizing formal courses for

- acquisition of equivalencies
- acquisition of certificates
- acquisition of formal qualifications

to

- give access to a post
- give access to further training
- give better income
- give social status.

1/ See Roy Prosser, op.cit. p.30-39

2. Access of adults to the formal education system by

- revision of admission criteria (incl. age)
- provision for part-time attendance
- participation of adults both during and outside working hours
- adopting of methods to the particular target audience
- training teaching personnel to cope with the special needs and circumstances of adult learners.

N.B. Beyond this entry qualifcations to various occupations, promotion criteria, and reward systems need to be reviewed.

3. Adult education heir to the "unfinished business" 1/ of formal schools

Adult education cannot substitute the formal school system but must supplement it 2/

- By providing opportunities for continued learning out-of-school education enlarges the benefit derived from formal education. It preserves literacy and extends other disciplines of schools and universities. It may also provide pracitical experience after theoretical knowledge gained in formal schooling.
- Adult education makes it possible for some pupils (early dropouts) to reenter formal schools or, at least, promotes a higher payoff from the formal education they have received.
- Successful innovation within the adult education processes could be taken up within formal schooling (e.g. work-, environment-oriented curricula, learner centered teaching methods).
- Adult education can share facilities of schools (for example, literacy classes for adults using building and equipment during off-school hours). New centers should be conceived as community education centers for both children and adults.

1/ Coombs (Ed.)? New Paths to Learning, p.26.

2/ See Brembeck, op.cit., p.18.

- School teachers (and pupils) may contribute to adult education (after special training!). Adult education personnel may contribute to school lessons (e.g. agricultural extension officers, health officers). Specially in rural areas, there is considerable potential for mobilization educated persons (voluntary or paid, part-itme) to bring out-of-school education to large numbers of people at low cost.
- Univerisities offer training programmes flexibly linked to the needs of the adult learners, the industry; and enterprises (extra mural departments, extension services). As part of their degree requirements, university students may participate with government field officers in bringing extension servives to rural producers. [1]

4. The integrated education system [2]

To mobilize scarce resources, to coordinate all educational activities, to make maximum use of existing facilities, materials and personnels, an integration of both formal and non-formal education according to the concept of life-long integrated education is necessary.

"My idea is a school, or rather an institute, which would give basic knowledge and skills to both children and parents in a rural community. Whether this education should be given to both age groups simultaneously or not remains a question of practical solution. I would favour education given to groups of parents and children jointly, so that they would study together under the leadership of someone who would be both a teacher and a kind of community leader. This community school would deliver basic education to youngsters and elders at the same time.

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[1] See Tokyo Conference. Recommendation 28. Final Report p.55.

[2] See Tokyo Conference. Recommendation 13. Final Report p.47.

Instead of grades and classes and eximinations to pass, an institution like this might have an initial course and an advanced course. Both children and elders could remain in this institution for a certain number of years until they had achieved what some people call the terminal performance specifications." 1/

Adult education will not substitute the school system but will gain rising importance in an integrated learning system because

- adults use immediately what has been learnt
- adults are educationally underprivileged
- illiteracy of adults hampers the education of children.

"It is my profound conviction that there will be no possibility of success for primary education in rural areas, whether ruralized or not, if children leaving school return to a community which is not educated at the same time. Adult education is thus essential for a harmonious development of the rural community as a whole. Money invested in primary education in a rural area where there is no adult education whatsoever may be considered as almost completely wasted." 2/

According to the Faure Report essential elements of reform and change may be seen as follows:-

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1/ D. Naiman, Education in Africa. What next? (Paris 1972) p.55.

2/ Naiman, op.cit. p.71.

"The concept of education limited in time (to school age) and confined in space (to school buildings) must be superseeded. School education must be regarded not as the end but as the fundamental component of total educational activity, which includes both institutionalized and out-of-school education. A proportion of educational activity should be de-formalized and replaced by flexible, diversified models. Excessive prolongation of compulsory schooling, which is beyond certain countries' capacities, must be avoided. The extension of continual training will more than compensate for the shorter average duration of initial studies. Briefly, education must be conceived of as an existential continuum as long as life. 'Closed' educational systems should be made 'open'. We must gradually eliminate rigid distinctions between primary, secondary and post-secondary education. Shortcuts and branch-articulations should be introducted into educational channels."

C. Functional Literacy

In many countries effective participation of adults in the building of their own societies is difficult because of mass illiteracy which constitutes a major handicap to the communication of ideas and symbols. The implementation of other programmes of continuing adult education, which is a prerequisite for the process of modernization, is also often impeded or rendered impossible because of the inability of illiterate adults to participate.

What is required therefore are well planned functional adult literacy programmes, closely integrated with development activities, and concerned as part of a continuing system of adult and life-long education which is flexibly linked to the formal school system. [1]

1. The concept: exercise in literacy integrated with development.

Functional literacy differs from mass campaigns in that its approach is selective, its programme flexible and easily modified, designed in such a way as to take account of collective and individual requirements and of particular situations. [2]

Within the framework of a programme of functional literacy the mastering of the skills of reading, writing, and arithmetic and the professional, socio-economic and civic training are integrated activities oriented towards the solution of the practical problems encountered by the members of the particular groups in their professional and social lives to

- prepare individuals and groups to become the agents of change
- adapt them to change
- give them a means of communication in writing so that
  - o they may be better equipped for life and work and so that
  - o they may use that means as a "memory" capable of promoting adaptation to situations and problems. [3]

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[1] See German Foundation for International Development, Report of the Symposium on Functional Literacy in the Context of Adult Education (Bonn 1974) p.149 = Literacy Report

[2] Literacy Report, p. ..

_/ See UNESCO, Int. Advisory Committee for Out-of-School Education, Functional Literacy: A Method of Training for Development (UNESCO 1970) p.3.

2. Literacy a tool for liberation

Unfortunately, functional literacy is often seen in the context of economic growth and manpower requirements only. According to the Tokyo Conference "functional literacy should also aim at the awakening of social awareness among illiterate adults so that they may become active agents in the building of a new and better society." [1/] Development therefore should be conceived in holistic terms with economic, social, cultural, educational, scientific and other vital components inseparably integrated. Literacy has to make the illiterate aware of his own creative powers and to liberate from the "culture of silence". Literacy education involves a very basic change in the learner's self-image and in his view of society and his place and role in it. [2/]

But it depends on the goals a policy establishes for itself and the values which it emphasizes whether:

- Literacy may be the first step in a process of emancipation from ignorance or
- literacy may consist in rudimentary skills and knowledge so that literates can fit into and conform to existing structure [3/]

3. Literacy an essential of basic education

3.1 Basic Education

Provision and implementation of a "minimum package" of environment- and work-oriented basic knowledge to integrate

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[1/] Final Report, p.40.

[2/] See John A. Bugbee, The Freire Approach to Literacy: Review and Reflections, in: Literacy Discussion IV,4 (Teheran 1973) p.415-437.

[3/] See Robert F. Arnove and Jairo Arboleda, Literacy: Power or Mystification, in: Literacy Discussion IV,4 Teheran 1973) p.409.

a person or a group into the developing process of the society and to ameliorate the living conditions of the economically and socially underprivileged.

3.2 This minimum package will differ but it should include the following interdependent elements 1/

- A consciousness which results from critical reflexion of one's situation and enables to play an active role in group and society
- A scientific outlook and an elementary understanding of the processes of nature
- Functional knowledge and skills for raising a family and operating a household
- Functional literacy and numeracy, sufficient to

o read with comprehension a national newspaper or magazine, useful agricultural, health, and other "how-to-do-it" bulletins, or manufacturers' instruction sheets

o write a legible letter to a friend or a government bureau requesting information

o handle important common computations - such as measurement of land and buildings, calculation of agricultural input costs and revenues, interest charges on credit and rental rates on land.

3.3 Literacy a critical but necessary component in the developing process 2/

- "As the individual gains reading skills, he is able to extend the scope of his experience through the print media. Messages in the print media tend to promote change; therefore, a literate who is exposed to these messages will tend to have a favourable attitude towards new ideas.

- Literacy permits the individual recievers, rather than the senders, to control the rates at which messages are recieved, stored, and interpreted.

1/ See Coombs (Ed.), New Paths to Learning, p.14f.

2/ Arnove/Arbolede, op.cit., p.391f.

- Literacy also provides individuals with the means for delayed retrieval and use of print information.
- Literacy unlocks more complex mental abilities. Whereas the illiterate individual is largely dependent on his memory, the literate individual is able to manipulate symbols, which allows counterfactual thinking. The ability to generalize through symbolization, the faculty of restructuring reality via the manipulation of symbols, and the ability to emphazise with (project oneself into) strange roles are all mental capacities that facilitate one's effective functioning in a rapidly changing urban-industrial world."

4. Literacy integrated into a comprehensive adult education delivery system

Basic education implies skills and activities not only needed for literacy but for other kinds of adult education too. The delivery system for literacy education should therefore be integrated into a system of comprehensive adult education.

Literacy is not a short term task. It presupposes not only coordination and well elaborated tailor-made programmes but also the establishment of the following basic services [1]:

- services for training of the various categories and levels of personnel required including the personnel to man the following services:
- services for research and evaluation, development, production and distribution of teaching materials including programmes for radio, TV, film and other software;
- documentation and information services;
- library services including village libraries served by district libraries;
- services for the production and distribution of (rural) newspapers and magazines.

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[1] Literacy report, p.41.

Often it has been found effective to entrust some of these services to a national institute of adult education, which sometimes is a constitutive part of a university and has easy access to specialists from a wide range of disciplines.

However institutionalized, these services constitute the "heavy industry" of adult education. In their absence it is difficult to man and run large-scale operations. When they are well established it is a relatively easy matter, both to work on a large scale, and to bring about innovations and change.

5. From pre-literacy education to the literate environment

For the illiterate it is important that there are educational provisions that enable him to move from pre-literacy onwards as far as his interests and circumstancs allow.

5.1 Pre-literacy education

"Education by means that do not presuppose a knowledge of reading and writing" (talks, discussions, drama, films, slides, demonstrations, radio, TV) [1]

From the pedagogical point of view it is preferable to give incentives not only by job opportunities, etc., but to "provide the adult with a fair amount of learning content that both satisfies and stimulates his curiosity before attempting to provide him with the techniques of reading and writing... Besides systematic provision of pre-literacy education will enable the illiterate to develop his knowledge of concepts and contents so that once he has broken the code of symbols which enables him to read, his reading becomes meaningful." [1]

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[1] **Bertelsen**, op.cit., p.11.

5.2 Pre-programme stages

Literacy becomes a necessity and illiterates become motivated when literacy programmes are linked to development projects, and if change and modernization are already under way in the area. Unless literacy is of practical value for the adult learner within his particular milieu, and unless he can use literacy and functional skills regularly, they will have little real revelance and their retention cannot be expected. [2] In addition to the regular pre-programme activities (information, creation of local groups, study of the milieu,collection of curricular data, etc,) it is essential to obtain the participation of the adult learners and their awareness of the value and purpose of the programme.

5.3 Post-literacy

Literacy activities are part of a continuing education and developing process. In addition to the attainment of literacy skills, the use of such skills by participation in the day to day process of change and modernization is necessary. To ensure this it is necessary to make determined efforts to bring the written word nearer to the people be purpose-designed publications" [3] (rural newspapers) and village or mobile libraries (incl. transport, distribution systems, etc.), i.e. to create a literate environment.

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[1] Bertelsen, op.cit., p.11.

[2] Literacy Report, p.150.

[3] Bertelsen, op.cit., p.12.

Paul Bertelsen's [1] "bridge model" may illustrate this comprehensive approach to literacy:

- one supporting pillar is pre-literacy education
- the other consists of the efforts to bring the written word nearer to people
- the middle of the bridge, which spans the gap consists of the actual teaching/learning of the skills of reading and writing.

6. Transition to large scale programmes

The strategies for large-scale expansion of functional literacy projects will vary. In some cases, concentration may be on the economic sector (i.e., by extension of certain industrial and agricultural programmes); in other cases there may be expansion geografically in certain districts or areas. Whichever strategy is employed, selectivity need not be precluded, in the sense that priority may still be placed on those occupations or areas where conditions are most favourable and where the need for functional literacy and its potential impact is greatest. It is also apparent that large scale programmes will be best implemented by stages, enabling professional and administrative aspects to be assesssed, modified, improved and consolidated step be step as the programme develops. [2]

This consolidation step by step is possible and necessary. On the long run it is likely that large-scale functional literacy expansion will be most effective in those countries which possess adult education infrastructures and whose social and polical philosophies encourage both maximum mobilization of institutional resources and maximum participation by the adult learners themselves.

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[1] Bertelsen, op.cit., p.12.

[2] Literacy Report, p.151.

NEEDS, TRENDS, PRIORITIES IN ADULT EDUCATION

Josef Müller

Adult education, according to the results of the Tokyo Conference (1972), can be seen as an instrument

- to promote awareness of change and socialization,
- to prepare the individual for productive activity and for participation in management,
- to combat economic and cultural alienation,
- to prepare the way for the emergence of a genuine, liberating national culture.

In countries where the existing school system is not satisfactory, adult education is the

- most readily adaptable and flexible form of education,
- form of education, aimed at the active sectors of the population, which is the most direct and immediately profitable in meeting the needs of the target population.

A. Needs

The most urgent needs of adults are in the fields of

- motivation and conscientization,
- general basic education,
- rural education and training,
- occupational/skill training for workers.

1. Conscientization[1]

Illiterates in the "culture of silence" are not aware of the fact that men's actions are transforming, creative, and recreative. Literacy learning therefore is not a purely technical action but an act of discovery in which the learners assume the role of a knowing subject in dialogue with reality. The learners who had previously been submerged in reality begin to emerge in order to penetrate it with critical awareness and the option to transform this reality. In this process of discovery, of decodification, the learners begin to question the opinion they once had of reality and replace it with a more and more critical knowledge of it. This process is a reconstruction of the former praxis designed to make the learner capable of a new and different praxis. The adult literacy process therefore must engage the learners in the constant problematizing of their existential situations so that a person learning words is engaged in a critical analysis of the social framework in which he exists. A transformation from apathy to experimentation with new forms of praxis is not possible without this critical self-insertion into reality, i.e. without conscientization.

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[1] See: Paulo Freire, The Adult Literacy Process as Cultural Action for Freedom. In: Literacy Discussion, Teheran, Spring 1974, pp 63-91.

Conscientization is no separate action. It occurs simultaneously in and with the literacy process, as the word is just a dimension of the thought-language about the world. Conscientization is an integral part of basic education.

2. General basic education

Substantial portions of the population will not have access to school; besides schools are often disfunctional.

Projections of school enrolments in developing countries[1]

	1970 million	1975 million	1980 million	1985 million
5-14 age group population in all developing countries	481	550	630	725
Of whom in school	212	260	300	350
Of whom out of school	269	290	330	375

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[1] See: Educational Development; World and Regional Statistical Trends and Projections Until 1985. A UNESCO Background Paper prepared for the World Population Conference, Bucharest 1974.

The enrolment ratios in the developing world even in the following ten years will not vary much from 50 per cent. Moreover, school enrolment in Arab countries will increase at the rate of 1.25 per cent per annum, while the annual population rate increase is estimated at 2.6 per cent. According to figures in circulation, up to 80 per cent of the population of the Arab World suffer from illiteracy.[1] The total elimination of illiteracy in the Arab Region would (according to the present decrease) take 42 years.

To avoid a tremendous waste of human resources and to correspond to the right of every individual to an education, the establishment of a functional, flexible and low-cost basic out-of-school education is required which provides unschooled youths and adults with a minimum learning package required for active participation in society.

This package includes:

- conscientization,
- functional literacy and numeracy,
- knowledge and skills for productive activity, family planning, health, child care, nutrition, sanitation,
- knowledge required for civic participation.

Though not one single instrument or institution of education is capable by itself of meeting all these essential learning needs, well conceived, functional literacy programmes might best be able to provide well identified target groups with a "minimum package."[2]

1/ M. Saber, Prospects of Adult Education in the Arab Region. Cairo 1973, p 3.

2/ See Paper on Nature of Adult Education. pp 10-15.

3. Rural education and training

Ruralized schools have often proved inefficient. Not supported by programmes to create jobs for school-leavers, not followed by post-primary training courses, these schools, often regarded as inferior, have generally not been successful in keeping the school-leavers in rural areas or in improving their participation in productive activities. The major target population for agricultural or rural education is not children but adults who are committed to a rural future. It is the farmer who is the main object of specific agricultural training, although this training itself is likely to be more effective when it is extended to an already more or less literate population.

Successful rural development requires a great variety of specialized education in various dimensions of agriculture, small industry and commerce, transportation and irrigation, health, nutrition, and other aspects of family life, cooperatives and community government. Training programmes can be provided by extension services, rural training centres, voluntary organizations, radio stations, community education centres, etc.[1]

Whatever programme might be suitable some basic criteria for the design of rural education and training programmes can be suggested:[2]

- They should be functional, serve well identified target groups and meet their specific needs;
- Rural education projects should be designated as part of a total education delivery system;

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[1] To study the diversity of programmes see: Manzoor Ahmed and Philip H. Coombs, Education for Rural Development. Case Studies for Planners. Praeger Publishers New York, Washington, London 1975.

[2] See: World Bank, Education Sector Paper 1974, p 258.

- Education in rural areas should be integrated with other rural development activities, as education is only one of the inputs required for rural development.1/

4. Occupational/skill training for workers

In many developing countries there is a small enclave of the advanced sector surrounded by traditional sectors. Formal schools often lead to social unrest and a drift to the towns to "educated unemployment" rather than to the creation of a reservoir of skills.

There is an urgent need for courses in all fields of skill training. As on-the-job training is not always sufficient, a system of courses flexibly linked to the needs of workers and employers is required

- to introduce workers into their role within the developing process of the country and to stimulate their active participation,
- to give workers renewed or improved practical skills which offer greater job satisfaction and personal security,
- to increase production.

These courses or workshops are mostly organized outside the formal school system, though sometimes they use its personnel and facilities. Organizers are enterprises, trade unions, voluntary organizations, institutes of adult education or training centres.

1/ Rural development includes the equitable distribution of income, increased employment, land reform, better health, nutrition and housing for all rural dwellers, the strengthening of local means of community self-government and cooperation, the eradication of poverty, and the promotion of social justice.

See: Philip Coombs with Roy C. Prosser and Manzoor Ahmed, New Path to Learning. ICED 1973, p 22.

Organization and provision of training certainly depend upon specific economic and social conditions; nevertheless patterns are emerging:[1]

- planning for the provision of middle-level training at national level and adapting it to professional life;
- a closer relationship between the formal school system and out-of-school education to achieve a more realistic approach to the needs of technicians and administrative personnel in the context of modern industrial requirements;
- integration of the efforts of education authorities and the expanding educational institutions in industry and agricultural enterprises;
- increasing legislation providing for the further training of working adults, both by the state and industry, and for recognition of the status of "trainers";
- a growing evidence of workers spending more time studying during working hours at the employers' expense and also of enterprises offering paid scholarships for long-term further training;
- a new and growing emphasis on the tailoring of training programmes to production needs;
- evidence of an increasing number of part-time trainers (engineers, administrators, technicians, etc.) becoming responsible for training programmes in industries and administrations;
- educational technology, including mass communication techniques for solving training problems and facilitating self-study.

B. Trends

The following patterns are emerging in the field of adult education:

1. The functional approach

The functional approach takes a comprehensive view of the person (personal relations, relations to society and work, functions or role in life) as well as his environment and endeavours to meet him where he is.[1/] The functional approach takes into account the following variables to elaborate content and form of an educational programme:

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[1] See: Armin Gretler, The Training of Adult Middle-level Personnel. UNESCO 1972, p 141 ff.

(1) task/job to be done,

(2) knowledge, attitudes, skills needed,

(3) agencies, operateurs, teaching personnel available.

The functional approach is most apt to meet the interests of both the adult learners and the society.

1.1 Both the learner and the community are interested in developing competent manpower. The learner is interested in upgrading his skills for better rewards. In the context of social and economic development the society is interested in man's producer function. Employers choose job seekers with more education and higher levels of credentials. In consequence there is a strong and constant pressure to expand enrolments.[2/] The rapidly changing technology with all consequent changes in the skill requirements of the labour market will accelerate the development of vocational training. Many large corporations found it in their economic interest to develop elaborate schemes for vocational and professional training (often including general education). People working in small enterprises and the self-employed do not have same possibilities. They must have access to education and training, and consultant, guidance or extension services outside their place of work. Educational cooperation between the public sector and commercial firms could be regulated by legislation or by contracts.

[1/] The following deliberations are based on a paper on strategies for the development of adult education elaborated by Paul Bertelsen (UNESCO 1971) and a position paper on adult education by the same author (UNESCO 1975). Neither paper has been published.

[2/] World Bank, Education Sector Working Paper (1974). p 21.

1.2 In addition it is worthwhile mentioning that adults develop a strong desire to acquire knowledge that can be acted upon in the particular situation in which the person finds himself placed. This knowledge is acquired more informally in member roles in society by those who engage themselves in various forms of collective action (political parties, trade unions, cooperatives, churches, etc.). The primary purpose of these activities is not learning but in a learning society it is essential that the educational implications of all life roles are taken into account.

2. The systematic approach

In most countries adult education is not yet a system. It is conducted by different departments, agencies, services, and groups under the responsibility of different ministries.

In the future adult education has to be conceived in a more systematic way as a comprehensive system in which one branch receives inputs from other branches, and delivers its outputs to other branches. Adult education can be conceived as an industry which comprises not only learners, teachers, and classrooms, but also writers and publishers, museums, libraries, radio and TV stations, agricultural extension services, vocational and on-the-job training.

Improvements in one field mean improvements in another part of the whole system, development means development of the whole system, the minimum requirements of which are

- comprehensiveness to make provision for the various needs that manifest themselves at various educational levels,
- flexibility to react and adjust to changing needs and priorities,
- articulation to guarantee communication within the adult education system itself and between the education system and the social system (community, labour market, etc.),
- economy in terms of efficiency (cost-benefit ratios),

- coordination and decentralization to avoid duplication of efforts, to draw the maximum out of available resources, and to guarantee participation and responsibility of the learners themselves in decisions regarding programme design and in the actual learning process.[1]

In the context of the system approach the concept of lifelong education means coordination of all existing facilities[2] to a system of coherent, interrelated courses or training possibilities to integrate "horizontally" various life roles and "vertically" one kind of education with another one. This involves establishment of multiple entry- and exit-points and the construction of "ladders" which enable the learner to proceed to higher levels and "bridges" which enable him to move from one kind of education to another.[3]

Only by the systematic development of all learning facilities is it possible to relate education at different ages, stages, life roles, or functions of the learner in the way which is most conducive to human growth and development.[4]

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[1] See papers on Organization and Adult Education Agencies.

[2] See Annex: Provision of Basic Education by Combination of School and Out-of-school Facilities.

[3] See paper on the Nature of Adult Education Concepts, and paper on Access to Adult Education.

[4] In this context the World Bank Education Paper (p 44) mentions the concept of "cohort analysis." "Cohort analysis" is based on the idea of following the major steps in the life cycle of the total age group. This involves those who enter the system as well as those who are excluded. The steps include enrolment and promotion within the education-training systems, both formal and non-formal, and the absorption into the labour market (employment-unemployment, occupation, income, etc.) of all the groups, whether graduates or dropouts, leaving the system. This approach to planning provides a convenient way of viewing formal and non-formal education as a single learning system and of analyzing its relationships with the labour market. It also embraces a longer time span than the age period of formal education, and is thus in line with the concept of "lifelong education."

3. Establishment of institutions

3.1 Established institutions outside the school system[1]

There is a wide variety of institutions which provide non-formal education for adults, such as:

- multipurpose cultural centres in which free facilities are provided on an ample scale for the general cultural as well as educational needs of large communities,
- radio and television viewing centres to watch and discuss programmes related to aspects of daily life under the guidance of trained discussion leaders,
- residential colleges and conference centres,
- centres run by industrial and commercial enterprises to upgrade skills and to give special work-related training,
- centres run by trade unions to give professional training and general education,
- community development agencies which introduce more non-formal educational activities in community development programmes,
- health and nutrition educational agencies to provide initial information for adults,
- agricultural extension services not only to increase agricultural production but also to deal with the general needs of the farmer and his family,
- cooperatives,
- correspondence schools and colleges,
- military services teaching illiterate recruits and providing necessary skills for military performance and also relevant to civilian occupations,
- prisons offering vocational training and formal courses to improve educational qualifications,
- political parties,
- religious bodies,

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[1] See: A Retrospective International Survey of Adult Education: Montreal 1960 to Tokyo 1972. UNESCO 1972, pp 87-100.

- libraries, museums, and art galleries tending to become centres of cultural animation for their communities.

3.2 Opening the formal school/education system

In order to make maximum use out of available facilities it is necessary to give new horizons to the formal school/ education system.

Schools, technical colleges, secondary schools, universities and other educational centres already cater for the needs of adult part-time students.

3.2.1 Despite encouraging efforts in some countries, the existing school system has its difficulties in covering learning needs of adults. In many cases school education has proved to be a hindrance rather than a help to adult learning. A new relationship between school education and adult education is required. The starting point for an overall renovation may well be adult education due to its

- functional relevant contents,
- flexibility,
- capability of strengthening motivation and participation,
- quicker results.

The more parents participate in learning, the more teachers are involved in the learning activities of the community, and the more capable adult education systems are of producing new models of curricula, methods, and media, the more receptive society will be to changes in learning contents, methods, and organizational patterns in the formal education system which will then no longer be understood as a preparation of pupils for white collar jobs in urban areas.

Once a global approach to education has been accepted the formal school system will be more easily able to provide primary education for pupils and basic education for unschooled youths and adults (minimum learning package). Though a professionalization in adult education is necessary, school teachers will carry a considerable burden. Their orientation towards this new task should be one of the main topics in teacher training colleges.

3.2.2 It is necessary to open technical colleges according to changing employment patterns. Entry requirements/qualifications should be handled flexibly. Instead of formal school certificates special preparatory courses and/or tests to make sure that applicants can follow the programme offered are suitable.

3.2.3 Universities. Extra mural departments and university extension services have done much to open universities to a larger number of people and to establish relationships between the student (even part-time) and the university stretching over a substantial part of an individual's lifespan. Experiences of people's and workers' universities are encouraging. The model of the open university is being studied. Apart from part-time degree courses universities offer a vast number of specialized courses at university and post-university level for professional and occupational groups.

3.3 Establishment of new institutions

There is a variety of institutions working at pilot stage. The following are worthwhile discussing.

3.3.1 Reading centres. To help illiterate people to read and write and to provide literates with reading materials. Centres are staffed with a library, some classrooms, and TV or radio rooms. These centres are run by animateurs.

3.3.2 Community schools, community education centres. These schools serve the whole community. Children and adults should consider it natural to make use of the school's facilities throughout their lives. The school with its workshops becomes the focal centre for community affairs; it is accessible during daytime, in the evenings, at weekends, and during vacations, in order to make maximum use of all facilities. Besides attending (specially designed) classes of formal instruction, adult users engage themselves in a variety of social, cultural, and recreational activities.

3.3.3 Polyvalent centres. While the community school is a well conceived model for delivering basic education for a developing society in rural areas, polyvalent adult education centres are conceived by countries which give priority to industrial development. These centres provide opportunities for working people, including the self-employed, to update their knowledge and skills in respect of their various functional needs. There is no age barrier.

The programmes of the centres are directly related to the requirements of the neighbouring community, the functional needs of which are ascertained by initial and periodic surveys and by regular interviews and consultations with key personnel in local government, industry and commerce, and in civic life. The curricula, designed by the internal staff in consultation with outside experts, are regularly revised and the duration of courses is elastic according to the nature of the demand. General studies are not taught separately but integrated into the global syllabus and aimed at helping the participants to arrive at a deeper understanding of the characteristics of and the problems facing their immediate environment. Employed in the main on a part-time basis, the instructors are selected from among specialists in a particular craft or profession and required to attend special orientation courses in adult education methods and techniques. The permanent staff is kept to a minimum and usually consists of the following personnel, apart from administrative and clerical staff: a director; specialists in technical and vocational training, social studies, economics and civics; one specialist in research and curriculum design and one in techniques of communication; a librarian; a documentalist. Though some classes meet in the centres as such, many are held locally at the convenience of the students in such places as schools, factories, trade union headquarters and community centres.

Civic and cultural events are arranged, both within and outside the centre, not only for the students but also for the benefit of the community at large.

3.3.4 Farmers' training centres and school farms. These provide technical assistance for teachers, children, housewives, and farmers in rural areas and teach new agricultural techniques. Most centres are residential.

3.3.5 Village polytechnics, youth brigades. In many developing countries primary school-leavers have neither an occupation nor opportunities for further education or training. The respective villages or youth brigades offer education for self-employment in such occupations as carpentry, masonry, sign-writing, tailoring, bookkeeping, tanning, etc. Sometimes at the same time young people work in teams on projects of community interest (road building, housing construction schemes, etc.).

3.3.6 Industrial training boards. Industrial training boards have been established in some industrialized countries (e.g. United Kingdom) to provide a variety of courses to meet all kinds of training needs of workers and employees. The boards are empowered by law to raise a sufficient income by imposing a levy on every firm commensurate with the number of its employees. The income is spent on:

- reimbursing firms with training schemes of their own up to the level of their proven expenditures,
- arranging courses under their own auspices,
- paying the fees of employees in attendance at courses run by educational institutions, such as technical colleges, polytechnics, and universities.

C. Priorities

It is the responsibility of governments to set national priorities. In a paper on needs, trends, and priorities it is possible only to mention some principles for planning and for the review of the educational system to establish the necessary links between objectives on the one hand and means and resources on the other.

1. The link between education and development

It is generally understood that the aim of planning is not growth in itself but growth as part of a balanced development of the different economic sectors, among which agriculture might be the basis and industry the leading factor.

Neither an isolated economic approach nor education as such can bring about development. Educational programmes should be integrated into employment programmes set up in conjunction with regional development programmes. Vice versa public and private investments in development programmes have to be simultaneously and adequately supplemented by parallel investments in the supply of knowledge and skills among the working population. Raising the overall efficiency of the working population means devising effective policies for human resource development. This has caused the planning of publicly financed adult education programmes in the area of rural development and of industrial training, within the context of projected manpower requirements and the recognition of the inherent interdependence of the several sectors of education.[1/]

2. The inherent interdependence of all educational sectors

To overcome the dichotomy of formal and non-formal education the concept of lifelong integrated learning has been developed.[2/] This means:

- all people should have continuous access to opportunities for learning as they have at different times in their lives different needs and at any given moment they have a variety of needs;
- pre-primary, primary, secondary, further higher, and adult education should be seen as constituent parts of a unified national education system;

[1/] See: Retrospective International Survey on Adult Education. UNESCO 1972, p 29 ff.

[2/] See: Learning to Be. UNESCO 1972.

- formal educational institutions and all media through which people learn should be made complementary.

Education according to this concept has a vertical and a horizontal dimension:

- vertically it is a continuum taking a person through all chronological stages of education;
- horizontally it makes available to him not simply the traditional curricula and methods of the schools but also a whole variety of learning resources.[1]

In view of this concept the alternative of giving priority either to the formal school system or to out-of-school approaches ceases to be meaningful. Much more important is the fact that learning needs are heterogeneous according to local circumstances. This heterogeneity can be covered not by standardized school curricula but only by a combination of all educational facilities (especially out-of-school) available.

3. Review of the educational system

3.1 General basic education

The rapid development of scientific and technical knowledge in rural areas as elsewhere and the increasing need to promote the transformation and industrialization of those areas mean that the individual is in greater and greater need of a general education which will enable him to adapt himself according to the requirements of his profession and of his life as a whole.[2] Recent studies indicate that, in general, rates of private and social return to basic education are higher than returns to the secondary or tertiary sectors.

1/ See: Retrospective Survey. p 22 ff, and H. W. R. Hawes (Ed), Lifelong Education, Schools and Curricula in Developing Countries. UIP/DSE Report, Hamburg/Bonn 1975.

2/ Education in a Rural Environment. UNESCO 1974, p 20 ff.

General basic education will be provided for children as primary education, for unschooled youths and adults as fundamental education (minimum learning package) either by out-of-school activities (functional literacy programmes, etc.) or by a reformed school system (community education centres, etc.). "The ceiling of this amount and type of education is imposed by a country's resources and its government's degree of commitment to an egalitarian policy."[1/]

3.1.1 Though the curricula of primary education should be drawn from the life of the community and from the environment, formal education in rural areas should be equivalent (if not identical?) to that provided throughout the rest of the country. It must thus conform to universally valid standards, provide equal opportunities for pursuing the different types of studies, and enable the best elements to realize their potential. Rural curricula predicated on the assumption that lower-level schools can effectively teach agricultural techniques or generate enthusiasm and commitment to farming seem to be non-viable.[2/]

3.1.2 The major target population for agricultural or rural education is not the children but adults who are already more or less committed to an agricultural or rural future. It is the farmer—not the pupil—who must be the main object of specific agricultural training although this training itself is likely to be more effective when it is extended to an already more or less literate population.

[1/] H. M. Phillips, What is Meant by Basic Education. Paper prepared on Planning Problems in Rural Education. 13-17 October 1975. p 17.

[2/] Ph. Foster and J. R. Sheffield (Eds), Education and Rural Development. London 1973. p 7 ff.

3.2 Upgrading of skills combined with continuing general education

First priority should be accorded to the basic acquisition of literacy and numeracy at early stages of development since a critical mass of basic literacy seems to be a necessary condition for urban and rural development. Based on a solid "basic" education upgrading of skills combined with a continuing general education becomes more and more important in modernizing societies. This includes

- education for vocational, technical and professional competence,
- education for civic, political, and community competence,
- education for self-fulfilment.

The choice of priority areas for training depends on a nation's natural resources (e.g. cotton) and industrial possibilities and intentions (e.g. exploitation of raw materials, establishment of work-intensive technologies).

3.3 The micro level as starting point of reforms based on a study of the milieu

It is advisable to start reforms at a pilot stage first, i.e. to give priority to work with small groups and within these groups to animateurs and opinion leaders. Once an integrated educational programme has proved its efficiency, transition to large-scale programmes should first consider the need of enlarging infrastructure and creating basic services.[1/] Only after sufficient preparation does the expanding of the pilot stage either step by step in the same geographical area or a new project in another area of the country become promising.

Governments and all responsible agencies should take care that reforms refer to indigenous and not to foreign patterns. The concepts of values and division of labour, value

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[1/] See paper on Nature of Adult Education.

of wealth, saving and expenditure practices, notion and utilization of time, social interaction with the environment, family and kinship and special relations, leadership, social status and roles, the status of women, impact of contemporary political thought and technology, cultural change processes and their impact: all these and other topics should undergo careful study, which would help in mapping out the social milieu for educational reforms.[1]

> "Adult education is a continuous process at the service of the varied aspects and types of educational activity: it may take the form of supplementary education or vocational education. Likewise it may constitute a preparatory stage, a follow-up stage in a particular field of specialization, or designed to equip adult learners with general knowledge and culture. In a nutshell, adult education is in fact a daily practice for every individual whereby he acquires new experiences, ideas, or relations."[2]

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[1] See: M. Saber, Prospects of Adult Education in the Arab Region. Cairo 1973. p 4.

[2] See: M. Saber, op.cit., p 8.

ACCESS TO ADULT EDUCATION

Werner Keweloh

1. The declaration of the mere right of free access to adult education in view of the facilities available is of limited value. One can compare this with the declared right of free access to formal education, which did not help much, so far the actual rate of school enrolment was concerned.

2. Nevertheless, the unlimited access to information, reflection or skill training in the field of adult education is of extreme social and political revelance. But, it is necessary to differentiate between obstacles to

free access (financial obstacles e.g. high fees)

and obstacles to

open access (social obstacles)

The problem we have in mind here is that of open access to adult education.

3. Whilst the value of the formal school-system was often questioned by specific requirements (fees, age, entrance certificates), the access to adult education is often hampered by social, professional, group specific or geographic reasons, also through age (England: 18 years for adult education), or certificate requirements.

4. The following groups/social strata of the society, particularly in developing countries, are still hindered or even underprivileged as far as open access to adult education is concerned:

- people living at long distances to adult education centres or activities
- marginal groups
- socially underprivileged groups (untouchable, class-specific reasons)
- school drop-outs
- guest/season workers
- nomades
- shift workers, often also servants, such as houseboys, cooks, watchmen
- mothers with a 'full time job' at home
- women in some traditional minded societies (group specific reasons)
- elder people

5. Basically there are the following (and surely more) possibilities to overcome these obstacles.

- Building up a better infrastructure of adult education with emphasis in the heavy industry (Bertelsen) of adult education.
- Radio and TV-Programmes for a better spreading of adult education.
- Overcoming social, ethnic (tribal) prejudices, again by education and information.
- Taylormade adult education programmes and a systematic multiple entry- and exit-system of adult education (subject- and learner-centred approaches)
- Flexibility in: language
  age
  timing aspects

- Educational leave, also for mothers of many (small) children. Special centres with kindergarden or similar facilities.

- Special gerontologic programmes (taylormade)

- Special programmes for better vertical and horizontal mobility (skill training)

- Political (civic) education by conscientisation and political action as well as by creating a positive criticism.

- Evaluation (formative and summative)

- Better articulation and identification of need priorities

- Legislation on adult education, social reforms etc.

- Experience proves that education motivates for more education. Besides that, instead of motivating people we should rather look for their existing motivations.

- Overcoming the gap between formal and non-formal education. Changing any education which is just a restauration of fixed social conditions.

- Parents education in favour of better children's education.

- Better training of teaching personnel (approach, methods, contents) so that learners are not frustrated by bad teachers.

LITERACY AND ADULT EDUCATION FOR DEVELOPMENT

J.R. Kidd

1. Signs of Growth

For literacy, other times may have been more heady - for example, when millions of Russians were being made literate in comparatively few years and later when a large part of the Cuban population achieved the same goal in a mere few months, or during the excitement at the time of the 1965 World Conference in Teheran. But in no earlier decade has there been the same concentrated interest in this field. A high level of attention to literacy, basic education and non-formal education is found throughout the United Nations Family, not in UNESCO alone. In his introduction to the World Bank Sector Report on Education, Robert S. McNamara concludes:

> "In the five year period 1974-1978, the World Bank and its affiliate, the International Development Association, intend to increase their support for educational development. They will do so in the conviction:
>
> - that every individual should receive a basic minimum education as soon as financial resources and the priorities of development permit;
> - that skills should be developed selectively in response to specific and urgent needs, by training the right people, both urban and rural, for the right jobs -- both in the modern and traditional sectors;
> - that educational policies should be formulated to respond flexibly to the need to develop educational systems (non-formal, informal and formal), so that the specific requirements of each society might be met; and
> - that opportunities should be extended throughout an educational system for those underprivileged groups who have been thwarted in their desire to enter the mainstream of their country's economic and social life. This must include more equitable for the poor,

> the ill-fed, women, and rural dwellers, and must provide, as well, a better chance to advance from the place of work.
>
> If economic process is to be rapid and equitable, education will need to be supported by action in other fields such as agriculture, health, nutrition, and employment. Only in such a context developing nations which wish to ensure procuctive participation by all in the development process."

This recognition by the Bank is having and will have a profound effect on the attitude and development plans of many developing countries. The United Nations Development Programme (UNDP) has continued to fund projects of basic education and the most recent statement on development goals gives an important place to basic education. Similar objectives are central to the far-reaching rural development programmes of FAO, the programmes for rural as well as industrialized workers under ILO auspices, and programmes of health education, nutrition and family planning sponsored by WHO. These concerns go beyond structures of governments; practical projects are beginning to be devided in many parts of the world. International NGOs concerned about development are also participating directly in plans for literacy in developing countries all around the world; for example, organizations such as the International Federation of Library Associations, the several federations of workers education and the International Co-operative Alliance. Literacy is not just a subject of speeches for most agencies - governmental, inter-governmental and non-governemental; it now has a place of centrality and some priority in the development projects of many. The importance of education and communication as a component in development has become much better understood, as Amadou-Mahtar M'Bow, Director General of UNESCO made clear in his speech in

July 1975 to the Economic and Social Council in New York.

> "Education and communication must contribute to providing people with the knowledge and know-how which enable them more effectivly to combat disease, malnutrition and poor living conditions generally. At the same time, education and communication must enable them to become fully aware of their condition and of the role which, through their own actions, it is theirs to play in changing it, and must also enable them to acquire the will and the resources to participate in the transformation of society. This shows how important it is to carry out a profound reshaping of edcuational systems so that they can interlock with the actual economic, social and cultural circumstances of each country and act as a leaven in inducing changes of all kinds without which development is in danger of serving a minority and not the broad mass of the population. To open up education to the actual circumstances of the developing world make it a prime instrument of change for both children and adults... and thus develop it into a continuing process - such is the challenge facing governments and educators alike..."

The specific role of literacy in development, and the pre-conditions of its success were also stated by M. M'bow.

> "It would be naive indeed to think that all education necessarily requires the mastery of writing and reading but it is nonetheless true that illiteracy is one of the major problems of our times in so far as millions of human beings are unable to go directly to the sources of knowledge of their choice or to exercise to the full certain of their rights, these being, in modern societies, beyond the reach of those who have not had a minimum of education ... Although external aid is vital since the need is so great, especially in those countries which have to make enormous efforts at the same time to provide education for children, victory over illiteracy can only come from the polical resolve of the government of the country concerned. There is clear evidence that whenever a government has tackled the problem because it was a precondition of other social changes, the results have been favorable."

2. Consensus needed for action

The achievement of consensus is a matter for some satisfaction. Evidence of agreement comes from several sources.

2.1 The first is the Instrument of Adult Education that has been developed at UNESCO, which in draft form is now before all of the countries of the world, will be revised and will probably be passed at the General Assembly in 1976. When it is approved this instrument will represent the first time in man's long history when there is full accord about the need of all human beings to have access to education and training throughout their lifetime, on the kinds and qualities of education that should be offered, the research and training needs that should be satisfied and the relationship of the whole enterprise to human and national development. No one can foresee all of the consequences, and the passing of an instrument at a General Conference does not constrain any government to carry out the recommendations. However, for the first time it will be unmistakably clear what are human rights for lifelong education, and what are the mechanisms to make these rights available. All nations will be asked to report annually on their stewardship repecting these human needs and rights. This is the day about which your great educationists throughout the Middle East, and teachers in Africa, such as Ahmad Baba Al-Tinbukli, were working. In our discussion about literacy I hope that we will perceive in relation to all of the related forms of adult education, such as wrokers' education and further education of teachers, managers and professionals.

2.2 A second event and document, much more limited in scope, but full of information and insights for this meeting, is the study of the Experimental World Literacy Programme. EWLP constituted something new in the world: an organized international attempt to experiment with a variety of means to achieve social goals for all, and to halt what was clearly a worsening situations.

> During the decade 1950-1960, although the percentage of adult illiteracy (over age 15) dropped from 44.3 to 39.3, the number of illiterates incresed from 700 million to 735 million. Projections made in 1960 predicted, moreover, that the number if not the percentage of adult illiterates would continue to rise.
>
> Awareness of this fact led the General Conference of UNESCO to decide at its 13th Session (1964) to "initiate in 1966 a five-year experimental world literacy programme designed to pave the way for the eventual execution of a world campaign in this field."
>
> The main objective of the Experimental Programme was to "test and demonstrate the economic and social returns of literacy" and, more generally, to study the mutual relations and influences which exist or may be established or strengthened between literacy training -- particularly among the working population - and development.
>
> The Secretary-General of the United Nations, when presenting the proposals adopted by the UNESCO General Conference to the General Assembly, expressed the hope that the Experimental Programme would make it possible:
>
> > "to provide valuable information on the relationship of literacy with social and economic development; to ensure that the programme will make a considerable impact on economic development during the Development Decade in the countries where projects will be conducted; and to prepare the way for an eventual World Campaign for the Eradication of Mass Illiteracy".
>
> Guided by these decisions and recommendations, yet without ceasing to give support, within the limits of its resources and in response to requests from Member States, to activities undertaken as part of conventional literacy campaigns, UNESCO, UNDP and various national governments have been engaged for the last ten years in conducting a series of pilot projects and micro-experiments. These took place in a score of countries

within the framework of the Experimental World Literacy Programme (hereinafter referred to as the EWLP), making use of a network of institutions and regional and subregional centres responsible for assisting national literacy programmes.

For national and international staffs alike, the launching and implementation of the EWLP required intense activity including, for example, initial identification missions to some 50 countries, and the organization of training programmes and regional conferences. Perhaps more than in many multilateral aid efforts, the EWLP was a dynamic attempt to achieve in a relatively short period measurable progress against a particularly intractable aspect of Third World poverty.

The EWLP comprised five major types of activity. The first threeee types included independent and diversified projects covering one or several experiments or subprojects of four to five years' duration. Among these, nine were carried out with financial assistance from UNDP. Four projects were launched in 1967 (Algeria, Ecuador, Iran, Mali), four in 1968 (Ethiopia, Guinea, Madagascar and Tanzania) and one in 1969 (Sudan).

Seconly, one project launched in 1971 (Zambia) was undertaken with international assistance financed from funds-in-trusts. A single project, launched in 1968 (Venezuela) was carried out with national financing.

The final two types of activity included pilot projects where functional literacy was a component organically and administratively integrated with a development project which was the responsibility of an institution other than the literacy project per se. Thus, two projects carried out with financial assistance from UNPD were launched in 1970 in co-operation with FAO (India and Syria). The fifth type of project was undertaken with bilateral assistance. This type included two projects launched in 1971 with aid from Sweden (Afghanistan and Kenya) and another project undertaken in 1971 with aid from a Swiss foundation (Niger).

The EWLP's complexity, however sobering, is also challenging. The Programme had certain tangible and immediate results. Over 120,000 men and women were made functionally literate according to the notion of "functionality" as interpreted by the EWLP. In the process numerous obstacles were encountered and it was the various ways in which the Programme came to terms (or otherwise) with these obstacles that posed the greatest challenges and offered future literacy action the richest lessons.

Since the entire programme was experimental, forms of evaluation were built into the plan. While the methods and quality of the evaluative efforts vary significantly, the entire exercise does represent the most significant international efforts to assess performance yet attempted in any field of education. Some work was carried out in the 30 or so additional countries that were effected by the project but the main work was completed in the 11 countries primarily engaged in the EWLP programme. International and interdisciplinary teams carried out studies of each of these projects and the results were then analysed by an evaluating panel appointed by UNDP and UNESCO.

2.3 I have taken considerable time to report on some conclusions and recommendations from EWLP as well as some guesses or Hypotheses. Let me come quickly to the third event and document--The Symposium on Literacy held in Iran in 1975 and the Persepolis Declaration.

It was of particular importance for the Symposium, and for future develpoment that China, Vietnam and North Korea particpated, as well as men and women from every continent. We did reach agreement on the main principles. The declaration was accepted, unanimously.

I will quote only a few sentences:

> "The international Symposium for Literacy considered literacy to be not just the process of learning the skills of reading, writing and arithmetic, but a contribution to the liberation of man and his full development. It should open the way to a mastery of techniques and human relations. Literacy is not an end in itself. It is a fundamental human right.

> The ways and means of literacy activities should be founded on the specific characteristics of the environment, personality and identity of each people. True education must be rooted in the culture and civilisation of each people, aware of its unique contribution to universal culture and open to a fertile dialogue with other civilisations.
>
> Literacy work of this kind would constitute the first stage of basic education designed to bring about the individual development of men and women through continuing training and to improve the environment as a whole. It would make possible the development of non-formal education available to all those who are rejected by the present system or are unable to take advantage of it. Finally, it will imply a radical reform of the structure of the education system as a whole.
>
> The accomplishment of these tasks calls for a priority claim on national and local financial and human resources.
>
> Literacy work is of world-wide concern, requiring that ideological, geographical and economic distinctions be transcended. While its primary field of operation is in the Third World, the new international order gives it a universal dimension, through which the concerns must find expression."

3. Problems associated with recognition

The centrality of education and communication as a component of development went unrecognized for decades. Recognition is a decided advance but it can be accompanied by special problems. One is confusion about nomenclature.

3.1 Such terms as literacy, functional literacy, basic education, adult basic education, non-formal education are all being used, often in imprecise and confusing ways. Around some of these terms - non-formal education and recurrent education, for example - certain groups and institutions are beginning not only to organize but to develop extensive rationales and vested interests in the particular title or term. Sustained efforts are needed to obtain agreement about terms and to have then applied with greater precision and rigour.

3.2 There are also questions about role and competence about which agency ahould have the primary responsibility for staffing which activities. It is a welcome day when all intergovernmental agencies recognize that they have some responsibility for literacy, or that the improved basic education of youth and adults is a precondition of balanced development. But clarification is needed about the respective responsibility of each agency for planning, content, personnel, training and research, organization and finance. The pool of genuine "experts" in literacy is still small; these human resources are as precious as they are scarce and must not be misutilized by competition or by employing them for less than maximum benefits. There is room and need for participation by all that will happen best when there is agreement about the respective roles of each.

3.3 Recognition of the importance of literacy and basic education in development will mean little, of course, unless it is understood that developmental goals can be analyzed in sectors but must be planned as a totality. It is not good enough to value literacy as some special target to be fostered on a single campaign and then forgotten. Development needs are also human rights, and the right to education, the right to information and the right to culture are as urgent as the right to food and shelter. There are, of course, problems that can be analyzed singly, such as population, food, utilization of non-renewable resources, energy, science and technology, health, the status of women, the environment, respect for human rights, monetary and trade considerations, but all of them be subsumed in a total undertaking.

The development of literacy and basic education must be consistent with the social, economic and political goals, and contribute to the solution of all of the problems of development. It would also "go without saying," if the practice were not comparatively rare, that planning for literacy should be an integral part of planning for education.

3.4 It is the direct relation that literacy bears to the whole development enterprise that gives literacy its functionality, not basing a curriculum on a single crop or technology, although the words for a literacy programme would always be derived from the basic interests and concerns of the learners. M. Maheu drew attention to the problem of what constitutes functionality in a speech at the closing session of the UNESCO World Conference on Adult Education in Tokyo in 1972:

> "There should be no misunderstanding on this point even if other organizations sometimes use the idea of the functional nature of education in general, and of literacy work in particular, in a much too narrow, stricly economic sense which UNESCO itself rejects. UNESCO is an essentially humanistic organization for which man is an integral whole, a pluri-dimensional being for whom a limited functional approach is by no means adequate. We do think, however, that the idea of functional purpose ought to be kept in education since education is not an end in itself, and by insisting on its functional purpose we emphazise the relationship which exists between education and society's needs and between education and the motivation and aspirations of the individual."

In their Recommendations, the Group of Experts evaluating EWLP also referred to functionality:

> the concept of functionality must be extended to include all its dimensions: political, economic, social and cultural. Just as development is not only economic growth, so literacy - and education more generally - must aim above all to arouse in the individual a

critical awareness of social reality, and to enable him or her to understand, master and transfrom his or her destiny. Limiting literacy to narrowly economic aims implies the risk of diminishing considerably the importance of this task and of preventing the mobilization of hearts and minds without which no sustained development is possible.

4. Recognition and better understanding

It is essential for the eventual solution of mass ignorance that the need for literacy and basic education has been recognized, not just for and by itself, but in relation to social goals and the "new economic order". This fact of recognition oan affect what is attempted and achieved in the balance of the 1970's. Of equal importance with recognition is the increased understanding if what are the conditions and pre-conditions of success in any effort to affect literacy. Much more is now known than was even a decade ago. For the sake of simplicitiy, three essential components will be reviewed: first, a will; second, action within a country; and third, international action.

4.1 Will - individual and national and international.

In respect to the education of an individual, psychologists have only begun to learn and appreciate what novelists and poets and playwriters have long been saying - that the personal aspirations and self-acceptance and self-confidence and will of an individual fundamentally and deeply affects what he will learn and will become. There are enormous differences between human beings with respect to almost any skill or field of knowledge; most significant are their differences in aspiration and determination and one abiding factor that will lead to achievement in learning is to nourish a will to achieve. Although nations cannot be perceived just as "a man writ large", nevertheless, success in national programmes of education also require a will exercised by the nation.

The factor of will is crucial as can be seen from examining the successes in Russia and Cuba, or of the current efforts of Tanzania and Brazil, as well as the lack of success in many countries. In commenting on this problem, Malcolm Adiseshiah was writing a few years ago but he would continue to assert his main conclusion:

> There is not the national will, there is not the national motivation to liquidate illitracy. I believe that the task before us is to recognize the root of our problem in the absence of a firm and clearly established and accepted will in governments, people and societies, to liquidate illiteracy and achieve continuing education.

We have noted above that the much more modest aim of the Second Development Decade can lead to more rational, responsible and achievable plans and that the absence of resounding rhetoric is no great loss. On the other hand, despair or lack of confidence are even more serious detriments than naive over-confidence; the most despicable enemy of all is the cynic who reduces everyone, himself most of all, to his low level estimate of human capacity to grow and enlarge. There abound these days people who honestly believe that few gains are possible respecting the overwhelming problem of illiteracy, just as there are those who have failed to understand that many economic, social and political goals cannot be achieved without consistent and coherent action on the educational front. One of the major tasks is to silence the cynics, and also present to those who misunderstand but will listen, the evidence about achievement in literacy despite all the problems, costs and difficulties. Decision-makers in governments throughout the world must be convinced to undertake but feasible natioanl and interanional goals.

4.2 National problems

The main theatre of action for literacy is the nation. During the 1960's at least 60 or 75 nations developed a national plan to achieve some target of improved literacy. Of these, two or three only could be considered a total success and perhaps another score could report outstanding achievement as well as sobering failure.

If these projects were judged against some of the claims made by political leaders at the beginning of the decade the results are disappointing. If thea are appraised in relation to the hundreds of millions of men and women still denied the "human right" of a basic education they are inadequate. However, if they are viewed in comparison with performance in any other decade in human history, save possibly the early 1930's in Russia, the results go far beyond what had ever been attempted or achieved before. It is this comparative achievement, and what had been learned about the pre-conditions of further achievement, which offers the sober conclusion that well-planned, organized and persistent efforts in many countries can result, within a decade in most countries, if not in the final eradication of illiteracy, at least in a "turn around". By this we mean a condition where both the proportion and the absolute numbers of illiterates are shrinking steadily and consistently

What are these pre-conditions and what is the evidence?

1. A reasonable time perspective. While not a single day should be lost unnecessarily in providing learning opportunities for illiterates, it should be recognized that there are vast numbers of illiterates and considerable time may be needed for major achievements.

Many factors need be considered: linguistic, motivational, organizational, training and research, and financial. It is true that, under special circumstances, and employing every available kind of resource, a considerable number of Cubans were assisted to become literate within a two year campaign. National "will", a national campaign and the allocation of substantive resources can result in an extraordinary achievement in a relatively short space of time. However, in many countries a realistic time target for the major phase is more likely to require a decade than a year and final success even with the employment of large resources might take longer. What is needed is a national plan that weighs up the problem and resources and allocates sufficient resources to make a notable impact over a few years to achieve the "turn around" status, as well as a firm plan for completion.

2. There should be a national plan that relates literacy to the achievement of economic, social and political goals, and where the content of the programme is based on goals and motivates those becoming literate to participate more actively in the life of the society.

3. Arising from experience and from (2) above, the curriculum and methodology should emphasize "functional" objectives, noting what has been said earlier about functionalility.

4. The programmes of literacy should be organized and should function as a constituent part of the total national educational system, for all ages and throughout all of life.

5. A literacy programme for adults functions best when it is part of a national programme of adult education that fosters every kind of educational effort based on sound adult methology, training and research and provides many choices of learning opportunities for the new literates.

6. A literacy programme functions well only when there is some national infrastructure to support learning - reading materials, media, equipment for arts, or sports, or vocational activities or political participation.

7. The application of pedagogical or andragogical principles will vary from country to country depending

upon circumstances. Good principles have been established but their application must be related to the culture in which they are employed. In most cases literacy will be offered in the mother tongue, but in some countries, where there are many languages, that is not feasible. In preparation for literacy, considerable developmental work is needed with respect to the chosen languages. The most supportive and least expensive form of organizational base for literacy should be chosen, utilizing an entire village or a work-place or some other social unit. Success has been attained by employing as teachers as animateurs, elementary school teachers, craft and vocational teachers, and indeed any literate person. The evidence from various countries should be further studied but it seems that there is no single optimum plan for using human resources. In most cases, teachers or animateurs do perform much better after a programme of training and carefully prepared and tested teaching materials are required. In general, formative kinds of feedback and evaluation give better results for improving programme performance than summative kinds of evaluation.

8. The object of literacy programme is not just to reduce the total number of illiterates but to assist people to take a full part in life as educated and paticipating citizens. They should have the opportunity to read and practise learning skills, and utilize them in economic and social and political life. Libraries, the communications media and collections of objects and materials suitable to reinforce are essential supports to literacy programmes. In other words, national purposes should be expressed where people live and the infrastructure for learning should be found in villages as well as in the national capital. The organization of literacy needs to be decentralized; so should be the resources and the follow-up activities of the new literate.

9. Educational media are necessary for many phases of literacy projects, such as motivating and enroling the learners, reinforcing the learning materials and experiences, motivating and recognizing the teachers, animateurs and organizers, and relating the literacy enterprise to the social goals of society.

10. Universities have an important role in the preparation and contiuing education of organizers, linguists, curriculm designers, trainers of teachers-animateurs, and in evaluation and research.

4.3 International action

It is in no way to negate national responsibliity or authority for literacy to emphazise the need and desirability of international action. Nations are not equally provided with experience or resources for educational attainment and the sharing of international resources may lead to greatest results in the 1970's and 1980's.

In the realm of international action, however, while much more is understood or is guessed at than before, the degree of certainity is not high. Further co-operative endeavour will be needed before the principles and practices are fully or reasonably established. The following are put forward with some difficence, for discussion; they do not represent certitudes or even concensus.

1. While there is a role and responsibility for literacy on the part of all intergovernmental agencies, particularly Unesco, ILO, FAO, WHO, UNEP, UNDP, and the World Bank, the particular kinds of responsibility and competence should be determined by agreement between these agencies and, from time to time, the joint activities should be evaluated so that the agreements may be modified. In this way each agency will be able best to contribute through agency projects and also through participation in interagency projects and teams.

2. The application of literacy and basic education in respect to vast international campaigns (food, environment, "new international order", etc.) should be emphazised, both in informing and motivating people concerning their participation in such campaigns and in providing the basic educational requirements for millions of people to nourish such programmes.

3. In emphazing international action the strategic possibilities of regional focus and organization should not be forgotten.

One of the important contributions of Unesco has been to bring attention to the possibilities of regional collaboration in education as well as for trade and industry.

In his speech to the Ministers of Latin America in late 1971, Rene Maheu referred to the advantages and some of the difficulties involved in regional cooperation:

> The high cost of scientific, technological, and agricultural education at the highest level, the vast members of personnel needed for economic development, the emergence of new specialized subjects, likewise contribute to making regional co-operation eminently desirable.
>
> The road is long and arduous, however, and it must be realized that the idea of regional integration, needs to be defined more clearly and that this cannot be done without making political decisions which are the prerogatives of your governments.

Naturally resistance has been encountered because minitries of education have been loath to pledge that they will act in concern, to give up some powers, or delegate some authority to regional commissions. However, the notion seems to be established that in certain areas in the world there exists sufficient agreement on language, traditions and national goals to such an extent that joint action in some fields of education is possible. It is clear, as well, that joint use of scarce resources in these regions constitudes a saving, and that indigenous scholars or "experts" who have developed special competence within a particular region are probably more effective than are outside "experts" who may take months or years to become acquainted with the basic cultural structures and ideas. Such matters as setting up a resource for information, centres for research or planning, or developing tests or providing specialized training can be operated regionally.

4. Work is needed to bring about a better understanding of some of the essential "development" tasks required in mounting literacy projects such as linguistic preparation, selecting and motivating learning groups, curriculum design, organizational logistics, appropriate methodologies, educational applications of media, feedback and evaluation. Persons able to perform at a suitable high level are scarce and should be utilized in programmes of high priority. Meanwhile, institutions that have the capacity for training such personnel should be encouraged to undertake their preparation and continuing education as a task of high priority. These institutions may be international or national, or may be selected universiites. This work will be stimulated if there are some international funds to be utilized for special training functions.

Training of personnel is so vital that an appraisal needs to be made fo the various training centres including ASFEC and CREFAL. Should the centres continue to be international but broaden and deepen their scope and become major international training centres offering degrees and diplomas as well as non-degree training covering all aspects of adult education, including the manpower needs of literacy and basic education? Should there be a ring of international training centres, in all of the major regions, or should encouragement be given and building and strenghening training centres in each country? These are all critical questions.

It is interesting to note that many persons engaged in literacy have often expressed their needs for some kinds of professional association through which they might obtain mutual stimulation and support, and also for opportunities for graduate instruction and continuing education in their particular field.

5. An international team should investigate and identify some of the major research needs respecting linguistics, learning theory, organization, curriculum, design, learning method, educational media, evaluation, economic investment and return. As these problems are indentified and refined, efforts should be made to have appropriate international, national or university agencies undertake the research, where possible using comparative methods, and with interdisciplinary and multi-cultural teams. Action in research should be supported with international funds and the results made available in several languages.

6. New literates will need opportunities to read and a paper crisis looms ahead. Paper producing countries should be urged to consider how policies of production and sale may favourably or unfavourably effect literacy goals. Efforts should be made to assist countries to initiate or augment their own sources of paper production using indigenous materials where possible. Proposals for regional or international sharing in paper production and use should be considered. However, paper is only one problem. It is also essential to increase the number and the capacity of printing presses of various kinds in developing countries. The importance of libraries. local museums amd other means of bringing the materials new literates will wish to study also needs emphasize.

7. The use of various media for the support of literacy has been emphasized. Attention should be given by agencies concerned with educational technologies to the goals and programmes of literacy. International efforts are also needed to monitor the effect and evaluate the results of the new educational technologies. It is conceivable, for examble, that disc video recordings will become available for literacy programmes in a number of developing countries before the end of the 1970's, and also that satellites with sufficient power so there can be communication with low cost receiving stations. Research and testing should be carried on systematically with respect to the use of educational technologies for literacy so that in the development of these instruments full account is taken of the needs and opportunities for millions of people, and not just for short-run economic advantages.

METHODS AND SUPPLIES OF ADULT EDUCATION

Mahmoud Roushdi Khater

1. DEFINITION

As used here, the term 'method' refers to the organized direct relationship between the teacher, the learner, and the object to be learned, whether this relationship is organized by teacher or the administrator of the adult education institute.[1] These relationships may be with individuals such as those exemplified by the methods of correspondence, programmed instruction, individual guided study, etc.; or with groups such as those exemplified by lectures, discussions, symposia, etc.; or with the community as a whole such as those exemplified by fundamental education and community development.

2. LEARNING-TEACHING SITUATION

Since methods are deeply embeded in the teaching-learning situations, it seems important to discuss briefly the main features of such a situation. Learning is usually defined as change in the behavior of human beings, taking behaviour in a broad sense to mean knowledge, feeling, and performance. Thus, the object of learning may be the acquisition of information, facts, concepts, rules etc.; or attitudes, values, interests, etc., as well as abilities and skills. Learning takes place as a result of the interaction between the learner and the situation surrounding him. This situation involves outside conditions which act as stimuli to the inner conditions of the learner. When the learner responds to those stimuli his behavior undergoes a change. The function of the teacher is to structure the situation in such a way as to make the learner react to it. This means that he selects and presents the objectives, materials and aids according to the learning principles of motivation, readiness, practice, and satisfaction. Since the individuals differ in their background as well as their physical and psychological make up, they will react differently to the same situation. It is the task of the teacher, therefore, to enrich the situation with materials and aids which will engage the attention and activities of as many learners as possible.

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[1] Although this definition is different from that suggested by Professor Verner, his illuminating treatment of the subject has been helpful in formulation of this definition. Verner's discussion of definitions is quoted in: de Brunner and others, *An Over-View of Adult Education Research*. Ad't Ed'n Assoc'n of USA, Washington D.C., 1967. pp. 142-144

The previous discussion clearly shows the important position which the method occupies in the learning-teaching situation. It represents the means by which the learners are brought into organized relationships with the objectives, materials, and aids of learning. Any method, therefore, should be considered in terms of the educational objectives or types of behavioral changes intended, the learners served, the content and materials used, and the aids and facilities available.

3. METHODS

3.1 Individual Methods

3.1.1 Correspondence

Study by correspondence is oneof the methods widely used in adult education in many countries of the world. It is based on three main elements; namely (a) the construction and production of well organized sequences of lessons covering certain fields of knowledge and containing subject matter, exercises and tests, and instructions about how to use them, (b) the organization of a correspondence service through which these lessons are received by those who are joining the course, and (c) studying the lessons and working out the exercises and tests and mailing them to the institution in order to be corrected and sent back, with the necessary remarks. This method, to be effective, requires a great deal of work both in terms of lessons preparation and organization of means of communication. It also involves many teachers and specialists in the preparation of instructional materials. Perhaps, this is why it is usually undertaken by institutions and government departments which are well equiped both in terms of staff and equipment.

The main advantages are ascribed to this method. The first is that it meets the needs of many adults who are not able, for one reason or another, to attend classes. By following correspondence courses they can learn whenever and whereever they want. The second advantage is that it enables the learner to proceed in the lessons according to his ability and speed. However, like many other indirect methods of education, it lacks the vital interaction between the learner and the teacher.

In many Arab countries, correspondence courses are offered by private agencies which, for commercial interests, cater to the needs of youth who cannot join classes and want to learn foreign languages, book-keeping or other subjects of technical nature. The only Arab country in which the government organizes such courses is Algeria. This responsibility is undertaken by the Centre of the Diffusion of Education which has its headquarters in the capital city of Alger and several branches in the various provinces. The courses offered by these Centres cover almost all the school subjects taught at the first two grades of the elementary school and all the grades of the intermediate and secondary schools. The number of people following correspondence courses in the country as a whole is estimated at more than twenty thousands.

3.1.2 Programmed Instruction

Programmed instruction is a method closely related to the correspondence method. Both methods are based upon well organized instructional materials and both depend upon the principle of self-teaching on the part of the learner. Programmed instruction, however, develops its materials in a more detailed and exact way. The lessons are usually built on the learning principles of stimulus - response - and - reinforcement. After stating the objectives of the lesson in operational terms and determining the teaching points to be included in the lesson, each point is presented as a stimulus and followed by the correct response. After learning that response, the learner is asked to answer a question or solve a problem and check his answer against the correct answer which is written on the same or following page. If the answer is correct, he proceeds to work out another exercise or learn another point. If it is not correct he goes back to the same point which is presented this time differently, learns it, answers questions and checks his answers. In this way, he goes on learning responses, answering questions, and checking his answers until he finishes the lesson and the book.

What has been said about the advantages of the correspondence method holds for programmed instruction. It should be mentioned, however, that the principle of self teaching is more applied in the latter than in the former. While the learner, through correspondence course, has to forward his answer sheets to the concerned agency, the learner using programmed instruction materials relies often on himself. It should be also added that he can use such materials whether he is studying alone or within a group.

Programmed instruction has received a good deal of attention by educators and teachers in any of the advanced countries. The method has been used in connection with school education and self-teaching materials have been developed for many school subjects. Unfortunately it did not receive similar attention by adult educators, especially those concerned with literacy programs.

A pioneering experimental study is being conducted by ASFEC on the use of programmed instruction in literacy teaching. The experiment aims at answering two questions: (a) with whom the method of programmed instruction is more effective in literacy teaching: individuals, small groups of five, or large groups of thirty? (b) In what case the method yields best results: with no supervision, with temporary supervision, or with permanent supervision? The experimental design has been drawn to represent these two variables; namely group size and amount of supervision. A control group with an ordinary teacher but using the same books was also added. A representative sample of rural illiterates, including men and women, was selected from the neighborhood of ASFEC. They were then distributed according to the design of the experiment. Meanwhile, supervisors and group-leaders were selected and trained to perform the tasks assigned to them in the experiment.

The development of the instructional material started with a study of the environment. The study aimed at determining the gaps and defects in the knowledge, habits and practices of rural people with regard to good citizenship. The findings of this study were utilized in deriving the objectives, content and general form of the educational materials, whether in reading, writing, arithmetic or general knowledge. After deciding about the number of lessons and content of each one, teaching points were defined and treated on the basis of self teaching principles. This resulted into two types of materials: written lessons and tape recordings explaining step by step how to use the material presented in the written lesson. These two types of materials were then tried out on a number of illiterate subjects and revised according to results. Subsequently, the final version of the final lessons were printed and produced in book form. Likewise, the tape recordings were printed and duplicated on cassets. The books and cassets were then distributed among the learners, together with a simple casset-playing machine which could be easily used.

To establish the base line, tests in reading, writing and arithmetic have been administered to all learners at the beginning of the experiment. In order to evaluate the progress of the learners, two similar tests were also given, the first after six weeks and the second after twenty weeks of the beginning of the experiment. In addition, special attention has been given to record and study the phenomenon of drop-out.

The experiment is now approaching its end and the final tests will be given after about a month. It is not possible, therefore, to draw any conclusion about the experiment. However, it can be said, on the basis of personal observation and the results of drop-out, that the method seems to be promising, especially with individuals, men and women. Still, drawing valid conclusions have to wait the results of the final evaluation.

Programmed instruction, in relation to literacy programs, should be considered more than a method of education. It represents a great hope and a key to the solution of the problems of many sectors of adult population who cannot benefit from the educational opportunities offered in literacy classes. Among those groups are women living in traditional communities, industrial workers working in shifts, roaving Bedouins, fishermen and inhabitants of scattered and remote settlements. Those groups include tens of millions of people in the Arab Region alone and they can all benefit from self-teaching methods. However, to fulfil their promise, these methods have to be simplified and put within the reach of the purchasing power of those millions of poor people. This is a real challenge to international organizations and educational technologists in both the advanced and developing countries.

3.2 Group Methods

3.2.1 Lectures

The lecture is the most frequently used method in adult education programs. In literacy programs, it takes the form of talks and is employed in teaching the various topics of general knowledge. In other types of programs, it takes its ordinary form and is employed in teaching most of the subjects.

The advocates of the lecture method claim its superiority on several grounds. First, it reaches a large number of learners. Secondly, it provides them with a great amount of information in a relatively short period of time. Thirdly, in the hands of a good lecturer, it can be a source of inspiration and motivation for further learning. On the other hand, it has been critized as being based on the experience of the lecturer rather than that of the learner, encouraging negativism on the part of the learner, and creating monotony and day-drawing as it proceeds along. Consequently, the learners suffer from ambiguity and high rate of forgetfulness in the ideas and information taught through lectures.

Studies on methods of agricultural extension undertaken in the USA show that lectures given in extension meetings are more effective when they are supported by the use of visual aids and discussion periods than when they are used without these additions. Likewise, field observations as well as descriptive accounts in the literature show that the classical form of the lecture method is being replaced now by a new form in which the process of talking is supported by the use of visual aids and stops for questions and discussions. In addition, conscious efforts are increasingly exerted by lecturers to improve their method by knowing more about their audience and accordingly select, organize, and present their ideas.

Is it more advisable to allow the learners to ask questions as they arise in their minds or to postpone them till the end of the lecture? This is one of the questions raised often by workers in the field and reiterated in the literature. Those who favour allowing the learners to ask questions instantly argue that the learner may forget the question at the end of the lecture. Moreover, answering such questions would be helpful in the clarification of many ambiguities and misunderstandings and in the maintenance of attention and interest in what is said. The advocates of the other point of view argue that asking questions during the lecture would cause loss of time, encourage asking show-off questions, and interrupt the lecturers train of thought. Field practices now are tending to adopt the first point of view. More and more lecturers are tending now to allow for questions during lecture time. Furthermore, many lecturers tend to provide time for discussions before moving from one main point of the lecture to another.

3.2.2 Discussion

Discussion is the method highly estimated by adult educators all over the world. It is also the method widely used by adult education programs in the USA and many European countries. Unfortunately, it does not occupy such an important place in the Arab countries. Aside from the programs of workers education and community development, it ranks third or fourth among the methods used.

Discussion has many forms. It is often a mere talk given by a discussion leader and interrupted by a number of questions raised either by the leader himself or by the listener. Sometimes it takes the form of a genuine and free discourse between the members of the group. In its good form, discussion is a meeting of minds around a question, an issue, or a problem and studying it thoroughly and deeply with the purpose of formulating an enlightened opinion, finding out a solution - or drawing up a plan of action. Usually, it has a leader who helps in starting the discussion, in maintaining the appropriate climate, in encouraging everybody to contribute, and in observing that the discussion is proceeding along the desirable line.

Among the advantages alleged to the discussion method are the following. The positive role played by the learner in the process of learning, basing learning in the actual experience of the learners, the relative permanency of educational outcomes, and providing opportunities for the development of favourable attitudes towards and skills in practicing cooperation, group work and democratic procedures. As to its limitation, it is claimed that the discussion method is time consuming, limited in its application to small groups, restricted in scope to issues and problems, and the lack, in many cases, of well trained leaders who encourage everybody to contribute his share and helps the group to progress continuously towards its goal.

Field observations indicate that many of these defects have been remedied to some extend. Talks, lectures, and readings have been succesfully used, within the framework of the discussion, as means of providing the learners with more ideas and information. Large groups have also been divided into small groups of around twenty and proved to be successful. Furthermore, many adult education training institutions have been engaged for some time in selecting leaders, teachers, and animators and training them in the spirit and techniques of group discussion.

One of the techniques employed to improve the quality of discussions is the use of a recorder. By recording the discussion of a group and playing it back before its members several times they identify the points of strength and weakness in each of the participant and in the progress of the discussion as a whole. These findings are then discussed with the aim of drawing suggestions and recommendations for improvement. This technique has also been succesfully used in experiments of studying group dynamics and improving learning.

The best group size is a debatable point. Some educators, especially those with training in group dynamics, favour small group size and stop the number of members at fifteen. Beyond that, according to them, the discussion will not be fruitful and the learning at its lowest. Others, especially workers in the field, would raise the number to twenty or even thirty. They argue, on the basis of real experience, that efficient and fruitful discussions have been carried out among groups of twenty and thirty each. It should be said that the settlement of such a question needs further research.

3.2.3 Symposium

The symposium is a combination of the lecture and discussion methods. It requires, on one hand, a number of speakers who give an oral presentation of a certain topic, with each speaker taking one of its aspects or expressing a different point of view. On the other hand, it requires the presence of a number of listeners who follow the presentation and at the end ask questions and participate in discussions. Usually, the symposium has a chairman or a moderator who opens the meeting, calls upon the members for their contributions and invites floor speakers to comment or ask questions.

Symposia are widely used in almost all the programs of adult education in the Arab Countries. They are important features in the programs of workers' education, popular culture,and agricultural extension.

With regard to advantages, it is alleged that the symposium invigorates and vitalizes the learning situation, exposes the learners to various and sometimes different points of view, and brings them into close contacts with eminent thinkers, scholars and persons whom they have been anxious to meet. Nevertheless, it has some limitations. Among them are the hasty presentation of the various aspects of the topic under discussion, the shortness of time allocated to discussions at the end of the symposium, and the lack of well trained moderators who are able to provide the speakers from both the platform and the floor with opportunities to give their contributions.

Organizing successfully symposia requires a good deal of preparation. This involves the selection of moderator and speakers, contacting them and securing their agreement to participate, bringing them together before convening the symposium in order to know each other and agree about procedure, and make the necessary arrangements.

3.2.4 Role-Playing

Values, attitudes, ideals, beliefs, and the like are important educational objectives. Those objectives are not effectively achieved by methods based essentially on the provision of facts and information such as lectures, discussion, etc. They are rather achieved by the methods which try to go beyond the cognitive layer of the human mind and the deeper layers of emotions which involve feelings, desires, drives, aspirations, interests, etc. It is true that facts and valid information play an important role in the changing of attitudes and beliefs; but, this usually takes place when the other methods prepare the way for the consideration and thinking of those cognitive elements. Role-playing, is one of these methods which effect changes in attitudes, values, etc.

As indicated by its name, role-playing implies a dramatic situation in which the learner is asked to play the role of a person who holds a different or even opposite belief or system of values. By identifying himself with that person, the learner will be apt to internalize his feelings, appreciate his desires and aspirations, and understand the motives behind his behaviour. Thus, the learners' attitudes towards that person change. Exposing him later to facts and information, the changes will be reinforced.

This method requires time, money, and higly trained personnel. Perhaps this is why it is not used as frequently as the other methods. In Egypt, it has been used in training programs of chief administrators, e.g. supervisors and directors of development projects. The program is usually organized on residential basis, includes not more than twenty persons, and extends from two to three weeks.

In summarizing the findings of research on role-playing Brunner and his associates have this to say: 'These findings based on such a large number of subjects would suggest that the technique of role-playing should not be uncritically accepted by adult educators. Research is needed to determine what sorts of people, what kind of topics, purpose, and situations lend themselves to its effective use and to determine more specifically just what are the significant or effective factors in role-playing.'[1]

3.2.5 Demonstrations

Demonstrations are used, as an educational method, when the aim is to teach a new technique, method, or way of doing things; e.g. the introduction of a new technique in combating cotton worm, the explanation of how to operate a mechanical loom, or the teaching of the new method of artificial dissemination in animal husbandry. In all such cases, the learning situation is so much complicated that language alone will not suffice in dealing all its elements. There are machines, materials, and instruments which are new to the learner. There are also processes which have to take place in a certain order. Finally, there are the principles and functions which lie underneath those elements and which have to be learned in order to complete the task successfully. For all these reasons, the instructor or teacher performs the task before the learners and calls their attention to the step involved. Meanwhile, he takes every care to enable them, through explanation and discussion, to understand each step, how it is performed, and why it is performed in that way.

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[1] de Brunner and others, Ibid, p. 147

Demonstrations are commonly used in adult education programs which are concerned with the propagation of new practices and techniques. That is why they loom large in the programs of agriculture extension, home economics, vocational training, and community development. They are also applied in the practical sections of popular culture and functional literacy programs.

Among the merits attributed to this method is the strong impression which it leaves in the learners minds. Usually this results into relatively permanent educational outcomes. It is often criticized on the grounds that its use is limited to the teaching of techniques in ways of doing things and that its benefits are confined to a small number of people. Many educational institutions have overcome this last criticism through the use of closed circuit television, supported by a number of trained assistant instructors for explanations and discussions.

3.2.6 Practical Training

Practical training is usually used when the aim is the acquisition and development of practical skills, such as machine operation, use of measurement tools, tractor driving, typewriting, cotton picking, fertilizing crops, etc. To learn any of these skills, it is not enough, on the part of the learner, to listen to a talk, read a page, or even witness a demonstration showing how it is done. He must perform the task a number of times under guidance until he becomes skilful in doing it.

The use of practical training varies with the importance given by the program to the development of practical abilities and skills. In a program such as vocational training, where the development of vocational skills is a major objective, such method is the basis of the program. In a program such as agriculture extension or functional literacy, where skills occupy a middle position, practical training is used as frequently as other methods. In a program such as that of a popular culture, where skills are of very minor importance, practical training is used less then the other methods. However, it should be added that more adult education programs are now adopting some sorts of practical training as a means of meeting the demands of development and technological change.

Practical training is recently undergoing some change. Instead of being based solely on organized exercises, elements of theory are being added to such exercises. This change has been the result of research which showed that teaching skills with the elements of theory behind them resulted into more gains in the mastery of skills than teaching skills alone. In addition, it has been observed that the skill, without understanding, becomes a mechanical act. The learner would be unable to adapt his behaviour to meet new situations. Practical training, therefore, is recently complemented by theoretical elements which aim at helping the learners to see the situation as a whole, understand its parts, and know the functions and interrelationships of such parts. To be effective, these theoretical elements have to be stated in short and exact sentences.

3.2.7 Operational Seminars

The operational seminar is a training method developed by the Literacy Division of UNESCO in its efforts to diffuse the functional literacy approach. It resembles an ordinary seminar in being a method by which a group of people meet and learn from each other. However, it differs in the fact that participants learn by doing rather than by talking. According to this method, a group of trainees, together with their experts, select a development project including a good number of illiterates with the purpose of combating their illiteracy. Under guidance, the trainees start by studying the environment. The aim of this study is to secure all types of information which will throw light on the shortcomings of the illiterate workers and the problems they face in their vocational, economic, and social life. This involves the preparation of research tools: contacting the workers and other people for obtaining the required information, the recording, tabulation, and analysis of results. The second stage includes the following activities: the identification of the educational needs, construction of the curriculum, preparation of the instructional materials and evaluation instruments, and the selection and training of teachers. During the third and fourth stages, the educational program is successively implemented and evaluated. It should be noted that during all those stages the trainess are participating in the various types of work and, at the same time they are learning through participation. It should be also added that such an operational seminar provides training opportunities for the staff of the development project in which the seminar is organized. Thus, the project would have at the end of the seminar, besides the educational program which has been implemented, a number of well trained staff members who are able to continue the work.

This method has been adopted and widely applied by ASFEC and CREFAL in both the Arab Region and Latin America. As far as the Arab Region is concerned, it can be said that the method has been used successfully in training functional literacy workers in almost all the Arab Countries. Some of those countries are now beginning to use the method in their national training programs.

3.2.8 Reading

The term 'reading method', as used in adult education programs, denotes two different meanings, depending upon the type of program in which it is used. In literacy programs, the reading method refers to the procedure followed by the primer as well as the steps taken by the teacher in teaching the basic skills of reading and writing. In other types of programs, where the learners have already mastered those skills, the term reading refers to their ability of contacting books and other publications with the purpose of securing information, experience, or enjoyment. In this latter case, reading may be used as a basic or supplementary method. For instance, in a program such as the Great Books Program of the University of Chicago, reading and discussion are the basic methods of learning. In popular culture, workers education, university extension, and other types of programs, reading is used to supplement the other methods. In both cases, libraries, references and bibliographies are of great importance.

In his world survey of the method used in teaching reading and writing to both children and adults, Gray has identified three groups of methods: namely the synthetic, the analytic and the eclectic methods. The so-called eclectic method is a combination of the other two methods. According to Gray, although all methods exist in the same country, the tendency seems to be more towards the adaption of the eclectic method.[1]

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[1] Gray, W.S., Teaching of Reading and Writing

As to the Arab countries, the eclectic method is also the method most widely used in adult literacy programs. However, the alphabetic and other forms of the synthetic method are still used in many circles. Even in the programs employing the eclectic method, teachers often secretly or openly resort to the use of the synthetic method as a means of correction or reinforcement. Due to the fact that the new analytic - synthetic methods have been introduced without first gaining the approval of the teachers - many of them are still doubtful of their value and show resistance against their use.

Scientific research would have settled that question on more sound basis. Unfortunately, no experiment, to the best of the writers knowledge, has been conducted for that purpose in any of the Arab countries. Studies, therefore, are badly needed to ascertain the merits and limitations of each method. These studies should also disclose the conditions under which each method yields best results. In order to establish grounds for wider generalizations, such studies should be carried out in a number of Arab countries which represent varied conditions of application. The findings of these studies could, then, be utilized in the preparation of more adequate teaching readers.

Most of adult literacy programs in the Arab States are now using primers and readers which have been especially prepared for adults. Some of those countries have developed two types of readers: one for people of rural areas and one for those of urban centres. Furthermore, factories and agricultural and other development projects have developed primers especially prepared to meet the purpose and needs of their learners. The same holds for the materials of teaching arithmetic. However, one of the still existing gaps in the development of teaching materials, whether with regard to reading and writing or arithmetic, is the absence of special materials for women. Field reports show that women in literacy classes of many Arab countries do not find the materials provided to them what they are looking for. Efforts should be made to fill that gap.

Several studies have been made in connection with basic literacy materials. As early as the middle of the fifties, ASFEC has carried out studies concerning the content, vocabulary, style, method, and lay-out of the materials used in teaching reading and writing in many of the Arab countries. Efforts have also been exerted to collect objective evidence about the effectiveness of these materials. In developing its own prototype materials, ASFEC has also tried to study the needs and interests of rural adults - a means of selecting suitable content. Furthermore, it has attempted to study some other aspects which influence the effectiveness of these materials such as vocabulary, style, and illustrations. Standardized reading tests have also been constructed. Similar efforts have also been made in some Arab countries along the previously mentioned lines.

Literacy programs in almost all of the Arab countries suffer from the absence of suitable follow-up materials. The need of such materials stems from the fact that the graduates of literacy programs cannot deal with materials whose level of difficulty is beyond the fourth grade of the elementary school; whereas the general reading materials in society are geared to the seventh or eighth grade level. This means that there is a gap of about three or four grades. There is no reading material to bridge that gap. Thus, the graduates of literacy classes, instead of gradually raising themselves up to the level of general reading material, relapse into illiteracy.

Filling that gap requires the cooperation of many types of specialists; e.g. subject matter specialists, editors and textbook writers, illustrators, publishers, etc. Those specialists should pool their efforts so as to make the content of these materials rich and interesting, the method of presentation stimulating, the style readable, the layout attractive, and the price cheap. They have also to produce a variety of materials ranging from books to periodicals. The distribution is also of utmost importance: How to bring the book to the reader. Last but not least, they have to provide organized opportunities for reading: e.g. libraries, reading-rooms, clubs, youth associations, social centres, etc.

ASFEC has a long and rich experience in the preparation, production, and distribution of such follow-up materials. Series of graded booklets have been produced covering many topics of interest to new adult readers in rural areas. A wall newspaper has also been issued for a number af years to serve the same public of new readers. The whole project has been guided by field studies during all its stages.

3.3 Community Methods

3.3.1 Fundamental Education

At the late forties and early fifties of this century fundamental education appeared as an approach of adult education in the rural areas of the so-called underdeveloped countries. This approach has behind it the belief that the backwardness of rural people is due to being unconscious of their real problems and ignorant of how to go about solving them. The task of the fundamental education worker, then, is to live with those people, win their confidence, identify their real needs and problems, and help them recognize and find out solutions for them. Once they become aware of their problems and know their solution they would complete the work by themselves. This has been usually achieved through meetings, discussions, talks, use of posters and other projection devices, as well as through the implementation of small-scale projects such as building improved poultry yards, introducing wooden bee-hives, establishing small workshops for some rural industries, opening literacy classes, etc. Fundamental education, then, is a comprehensive method of education which involves the whole community and provides its members with educational opportunities which aim at changing their attitudes, knowledge, and skills.

Although many Arab countries have been exposed to the idea of fundamental education, very few of them have adopted it. As a matter of fact, fundamental education centers do not exist now outside of Iraq. To sum up, it can be said that economic, social, and educational changes taking place in the Arab have outmoded the fundamental education approach.

3.3.2 Community Development

Community development is an example of a comprehensive method which aims at overall change based upon education through action. The method is mainly concerned with development at the local community level in an effort to supplement or fill the gaps left by national development plans. It is based on the belief that the development of the local community rests largely on the concerted efforts of its members, especially its local leaders. To develop a community, it is not enough to raise the level of consciousness of its members; but you have to help them translate this consciousness into plans and action. This means that the social worker has to help them pool their resources and organize themselves into associations, clubs or special institutions which would enable them to plan and implement projects which would solve their problems and make them lead a better life. To do that, they have to organize meetings, hold discussions, read books, consult specialists, etc. Thus, they would gain knowledge, attitudes, and skills. In addition, they would gain new social institutions which will be permanent social instruments for dealing with any problem in the future.

It should be noticed that community development has two organically related aspects: action and learning. Learning takes place through action and action is the end product of learning. As a method of learning, it is different from the other methods of adult education in many respects. Its educational outcomes are not limited to cognitive changes but extend to cover the other aspect of human behaviour, its educational premises are not confined to the classroom but extend to the field, the house and everywhere;its educational materials are not restricted to books but extend to all types of printed materials and educational devices, the role of the social worker is not only to impact knowledge but also to lead and guide, and finally the learner does not only learn by listening and reading but also by doing.

The community development approach has received considerable attention in many Arab countries. Since the early sixties, Egypt, Iraq, Saudi-Arabia, Jordan, and some other countries have been engaged in establishing networks of community development centres in rural areas. These countries have also organized programs for training needed personnel. The results gained throughout these years seem to be so convincing that new Arab countries, like Oman, are recently establishing a network of community development centres.

3.3.3 Mass-Media

To the best of the writers knowledge, the only adult education program which has used mass-media on a national scale is the literacy program. The media used in that program were newspaper, radio, and television. Newspapers were used in two countries and only for a short period of time. Radio has been also used in one or two countries, but it is still contributing its share. Television, because it combines the picture and sound, has been used in six countries for quite a number of years. Moreover, some other countries are planning to introduce literacy lessons via television. In a very few countries, both radio and television have been used.

Neither the use of newspapers nor the use of radio have been subjected to scientific investigation to evaluate their effect. On the other hand, the use of television has been the subject of experimentation. In 1964-65, an experiment was conducted in Egypt to determine the influence of television literacy programs on both learning and drop-out. The experiment involved more than three thousand subjects from both sexes and representing rural and urban areas. The subjects were divided into experimental groups with T.V. and control groups with a teacher. Each group was divided into two sub-groups: one with a qualified teacher and the other with a non-qualified one. After seven and a half months of teaching, the subjects were tested. The results were not decisively in favour of any of the two groups. Whether in achievement or attendance, the differences between the television- and control-groups were neither consistent nor significant to warrant drawing valid conclusions. However, the experiment has clearly shown that a group of illiterates, men or women, can achieve the stage of literacy through television lessons even with the help of a monitor with a moderate degree of education.

Using radio or television in literacy programs is not only a complex process, but also a network of complex processes. On the production side, there are the process of program design, material preparation, visualization of subject matter, dramatization, teaching, using of audio-visual aids, and direction of all of those processes. Needless to say that these operations require many studio preparations and involve the work of many types of specialists. On the receiving side, there are also many processes which start with establishing and equiping the radio club or viewing centre and end with helping the audience review the lesson which they have received over the radio or on the television screen. Between the production and receiving ends, there is the process of feedback and all that it entails in terms of revisions and modifications of the broadcasted or televised program. All this goes to show that a successful radio or television literacy program requires a great deal of planning and organization. Furthermore, it requires teamwork and cooperation.

Experience with television literacy programs shows that using educational materials prepared originally for the classroom has many limitations. Least of those is the negligence of the great potentialities of the medium. It is necessary, therefore, to develop special materials which meet the demands of television. Experience also prints out the necessity of having in the working team a producer who is educationally minded and an educator who is mass-media minded. The presence of these two persons will lead to quick and smooth progress.

4. SUPPLIES

The term 'supplies' refers to the articles and materials which are used by the teacher and learner during the learning process. Excluding the permanent equipment such as chairs, tables, blackboards, etc., the term would include books, notebooks, chalk, drawing-paper, colours, films, cameras, projectors, etc. Literacy programs need additional items such as readers, arithmetic books, cards, pocket-charts and flannel boards. In areas deprived of electricity lighting equipment becomes a necessary item.

The provision of these supplies is essential for the effective operation of the program. Although there are items which are common to almost all programs such as books, notebooks, chalk etc., still there are certain items which are needed particularly for certain programs. For instance, certain raw-materials may be needed by vocational training but not by popular culture programs. The determining factor in each case will be the nature of the program. As to quantity, the determining factor will be the size of the program. It is the responsibility of the director of the program and his assistants to decide: what are the items needed and in what quantity.

The element of time is of utmost importance. The presence of the needed articles and materials at the right moment does not only facilitate learning but it also wins the confidence of the learner. Many literacy programs suffer from the delay of books and other materials. This usually leads the learners to lose faith and begin to come late until they drop out completely. Directors and supervisors, therefore, should spare no effort in providing each centre with the necessary supplies, in the quantities needed, and before the program starts.

Equally important is the question of storage. Since supplies have to be at hand before the beginning of the program, it is essential to have enough room for storing such supplies. Even at the level of the village or the literacy centre, there must be a small room set aside for such purposes. In addition, these local outposts must have easy access to the central stores situated in the capital of the province or the country. This implies the existence of roads and means of transportation. The question of storage includes, besides space, two other elements; namely the safety measures taken and the system of arrangement followed. Safety measures should be taken to protect supplies from rain, fire, insecticides, and other sources of damage. Supplies should also be arranged so that the store-keeper or the person in charge would obtain the needed items in the shortest time and without turning the whole store upside-down.

5. CONCLUSION

The previous presentation of adult education methods and supplies leads to the following conclusions:

- An educational method is a type or organized relationship between the learner, the teacher, the objectives to be attained, the subject-matter to be learned and the materials to be used. To understand the method, therefore, one has to think of it in terms of the whole learning-teaching-situation involving all these elements.
- The selection of methods depends upon the type of objectives to be attained, the learners to be taught, the teachers who are going to teach, and the available resources.
- The same objectives can be achieved by more than one method, and the same method can be employed in achieving more than one objective. In planning the teaching-learning-situation, therefore, it is more advisable to think in terms of using the most effective method for achieving the most important objectives.

- There is no such thing as an ideal method for all situations. Every method has its merits and limitations. Thus the question becomes: How to use the method so as to benefit from its merits and avoid its limitations? In many cases, the answer will be found in combining between two or more methods.
- Although some new methods are beginning to appear in adult education programs in some Arab countries, the lecture is still the most frquently used one in these programs. Efforts are badly needed to issue some books and manuals about new and promising methods and encourage and support the employment of these methods. As a prerequisite, teachers and instructors have to be won to their side and trained in their use.
- Adult literacy programs lack follow-up literacy materials to bridge the gap which exists between the limited reading level of its graduates and the reading level of the general readers in society. These materials are usually of various types such as books, booklets, bulletins, leaflets and periodicals. The selection of content as well as the grading of the writing style of such material need special care. Equally important are the problems of lay-out, production, distribution, and costing of these materials.
- Although great attention has been given to the scientific study of the various aspects of methodology in the advanced countries, research in methodology is lagging behind in the Arab countries. Very few studies have been carried out in that respect and they have been mainly devoted to literacy programs. To remedy the situations, special divisions, staffed with qualified personnel should be established in major adult education institutions. Likewise, universities and centres of social research should be encouraged to contribute.
- Mass-media have much to contribute to adult education in the Arab world. Nevertheless they have not been employed except in literacy programs. In these programs, television seems to be the medium of the greatest appeal. Research is needed to determine the merits of each media and the condition under which it gives best results. Experience in the use of television in literacy teaching shows that it requires a good deal of planning organization, cooperation, and team work. It also requires the development of special kind of educational materials prepared specifically for television. To achieve rapid progress and smooth operation, the working team must include members who can consider equally well matters of education and mass-media.

- Supplies are important for the effective use of methods as well as the success of the whole programs. Efforts should not be spared, therefore, to determine and provide the supplies needed for the operation of the program, whether in terms of kind or quantity. Furthermore, they should be provided to centres and classes in good time. This also requires that measures should be taken for finding ample space in a suitable system for storing those supplies.

NOTES ON THE IMAGE AND REALITY OF THE ADULT EDUCATION PERSONNEL

Heimo Mäntynen

1. Introductory Notes

Any current analysis of the adult education personn and its role in the fast changing society is bound to raise questions which with great probability will survive the answers given to them simply because so much has changed, is changing and will change in the vast area of adult education and in fields related to it, and because relatively little has been done to renew the image and reality of the adult education personnel as well as their training to be in harmony with these changes. Yet, raising relevant questions is of utmost importance because most questions already contain built-in answers, or questions are partially their own answers.

Usually, structured discussions aim at trying to find relevant and economically, socially, politically, etc. feasible answers to the predetermined questions. This procedure may work well in old disciplines which have for longer periods of time been preoccupied with the art of raising relevant questions, but it may turn out to be a handicap in new disciplines such as adult education in which not only the answers but also the questions may be wrong. Part of the world-wide difficulty of adult education to be established as a legitimate part of the educational landscape has been its tendency to question its own questions, i.e. its professional existence. However, it appears that in adult education more than in any other field of education, the manifold developmental trends have provided us with answers which in their complexity are far ahead of the questions to which they are supposed to be the answers. Therefore, it may be useful in adult education to reverse the traditional approach and assume that in many cases, we may have the educational, economic, social, etc. answers before we are able to raise the corresponding questions. We may also assume that we already have most of the answers provided that we ask the right questions. Hence, whereas there are numerous answers, we may not be so sure to which questions these are the answers. To which questions are the illiterates, repeaters, drop-outs, disadvantaged, etc. the answers? All these may be seen as answers to questions such as: how good is education? Did education fail or did only schooling fail? Is adult education any good? How good should the adult educator be?, etc. Furthermore, adult education with all its related fields including learning society and lifelong education appears to be replete with answers to questions which have not even been raised.

A discussion on the role of adult education personnel involves asking what? why? how? when? where? for whom? by whom?, etc. We may start here with an answer and continue with the question given to it: the constantly increasing importance of the ADULT as a learner and participant in the nation's socio-economic, cultural, political, etc. development is the main answer to the question: why should the adult education personnel assume a more important role in the development of adult education?

The purpose of this paper is to discuss briefly in what ways the image and reality of the adult education personnel is changing and what in the development of adult education may have caused such changes. Some new premises have been selected to illustrate the importance of changes in adult education to the competency of the adult education personnel. Finally, the paper includes some suggestions for further discussion.

2. New Premises Affecting the Adult Education Personnel

2.1 Since adult education is facing an unprecedented and exceptional era characterized by the pressure of massive societal changes and problems, it is inevitable to investigate in what particular ways these changes may require unprecedented and exceptional solutions on the part of adult education and adult education personnel.

Although the professional self-consciousness of the adult education personnel (mostly adult educators and educationists) was never really excessive, it nevertheless suffered from some additional developments. Interestingly, the discovery of the adult learner as an activist and participant in the societal development was itself a shock to some adult education institutions which had considered the adults as an audience. The increasing numbers of adults who became interested in designing their own curricula factually forced the adult education institutions including the personnel to renew their approaches to teaching-learning.

2.2 Another discovery,which was almost self-evident became accentuated by the overall discussion of the learning society, was the fact that much more can be learned than can be taught. This forced the adult educators to assume new roles as moderators of societal processes and interpretators of the environment for educational purposes.

2.3 It also became evident that adult education within the framework of lifelong education was dealing with learners who not even in principle were supposed to finish their education. Adult education is involved in designing learning systems from which a genuine lifelong learner cannot possibly graduate at all except through his death. This logical end of human life should be seen as one of the major conditions of adult education rather than as an end product. Adult education more than any other area of education is dealing with the most important learning experience - the death of the learner. This fact is bound to change most aspects in the traditional adult education including curriculum, methods, evaluation, examinations, and - first of all - the adult education personnel.

2.4 These changes were caused or at least closely accompanied by a number of changes in the nature of adult education itself. One of the most obvious is the new need for securing institutional flexibility in adult education as it would enable latest relevant changes without forcing a drastic re-structuring of the systems every time the changes take place. Designing multi-purpose institutes for adult education is certainly one important step towards flexibility, but training multi-purpose adult educators and administrators is at least as important. It may occur that an adult education institute, which is designed to be flexible (some are designed to be inflexible), tends to become relatively inflexible because of inflexible and one-purpose adult education personnel until, mistakingly, the system is reformed again without desired effect. Much of the inflexibility frequently assumed to be inherent in the adult education system can be traced back to the adult education personnel.

2.5 Another potentially important development in adult education is the increasing necessity of designing temporary adult education systems. Although the problems and needs for which adult education systems are designed are constantly changing, the temporariness of these needs and problems still remains largely unrecognized. Consequently, we have come to regard these needs and problems as permanent and constructed permanent adult education systems to meet these needs. Yet, one of the traps of modern planning for adult education is that we continue to design permanent systems to meet temporary needs and solve temporary problems. Usually, such permanent systems continue their existence irrespective of whether they are relevant to the changing needs. This built-in inertia is andragogically and administratively detrimental to the realization of lifelong education. It appears therefore - as strange as it may sound - that in order to design and create unique lifelong education, we may have to get rid of some of the permanent education and replace it by some type of temporary education.

Undoubtedly, it may first be difficult to think in terms of temporary adult education institutions, which have a foreseeable end and termination. There is a tendency to think that whatever is planned and built in education should last for ever, if not longer. Although life is temporary and terminal, we sometimes do not admit this to be true about education - even if the society may be replete with temporary patterns and systems of adult education. Conferences and meetings, for instance, are usually organized with an aim of changing adult behaviour in one way or another, and in such situations we may learn much more than we can learn in permanent systems. Yet, we do not expect such learning systems to last for ever.

2.6 In addition to various adult education programmes lasting for several years, there may be a need to shorten the duration of adult education programmes. Many adult education programmes may fail simply because they last too long (anything can fail if it lasts long enough). Instead, short-cycle adult education programmes may turn out to be more desirable and useful in many cases. The duration of such programmes may be determined by two types of criteria; they can be time-limited or task-limited. Adult education is time-limited when it lasts for an explicitly identified period of time. Whereas some adult education programmes are already designed as time-limited systems (seminars, etc.), there may be an increasing need for task-limited types of adult education whereby the duration is dependent upon the completion of an educational task.

These types of learning situations require that the adult education personnel reorient their approaches to teaching-learning as well as administration in adult education. Such learning systems may have considerable learning and motivational advantages. As the adult learners are expected to terminate their learning experience at a specified point in time or when some specified tasks have been completed, they are also aware that they have to learn if this type of adult education is to have any meaning to them. Usually there is no way to postpone or repeate one's studies. The pre-determined duration of the learning system is also expected to increase the degree of persistency and expectancy of educational success. It is easier to systematically aim and work for success when there is an immediate opportunity to experience success rather than having to wait several years before any meaningful socio-economic feedback can be obtained. There is, so to speak, an instant reward for adult learning which is too frequently missing in adult education programmes. In addition, experiencing numbers of short-cycle and temporary learning experiences may come closer to the very idea of lifelong education: the turnover of educational experiences is considerably faster, which is in harmony with the increasing speed of societal changes in most countries.

2.7 Another phenomenon which should have an influence upon the training of the adult education personnel is the increasing tendency to view adult education as a problem-solving process. Especially in developing countries, all adult education should have a problem-solving element; as a result of adult education the learners should be able to improve their quality of life including their socio-economic performance. This presupposes that the adult education personnel are versed in functioning as change agents linking education with overall development.

2.8 In the light of the increasing societal problems, it appears that problem-solving in adult education must be supplemented by problem-searching. Adult education should, as it is in some cases already doing, be searching for problems and people in need of that type of adult education can justify its very existence.

2.9 Another phenomenon connected with problem-solving and searching is the need for adult education to move and to be mobile. Mobile adult education goes to people rather than waits for them to come to adult education. In the traditional pattern still widely cherished, everybody and everything - adult learners, adult educators and even the environment - had to go to the adult education institute if one wanted to have adult education. Since the adult education systems were designed to be permanent and non-mobile, no other way of getting adult education was even in principle possible. As the adult education institute had to be in one particular place, adult education became spatially handicapped. There are indications that we are gradually leaving behind us this what we could call "arrogant period of adult education". This means that the adult education personnel has to become mobile as well - the administrators searching for potential learners, teachers, problems and environments and the adult educators being on the move to the learners. As we used to say, "it is a good school to go to", we will increasingly have to say "he or she is a good learner to go to". Failure to provide mobile adult education for learners who are not mobile themselves, means that not the adult learners but the adult education itself should be seen as a drop-out.

2.10 An important phenomenon in adult education is the greater focus upon local adult learning. One possible source of failure in adult education is the fact that the policy for adult education is frequently shaped by those who have very little or nothing to do with the implementation of that policy. Hence, it appears necessary to promote the procedure where the policy-making and implementation are more closely enmeshed, i.e. they may be established and carried out by the same agency. Although there may be a national policy for adult education, there is no national adult learning because learning is a local phenomenon. The fact that master-plans tend to fail in countries with multivariant infrastructure indicates the importance of local conditions and in adult education this is probably more obvious than in any other field of education.

2.11 Education is increasingly being questioned by a most unlikely source, namely, by the "bigness" of education. Education and educational planning have developed to a national and international industry. Yet, it may be that in adult education "smallness" rather "bigness" is better suited to problem-solving and local adult learning. New types of adult educators may have to be invented who would have hundreds of adult learners but never more than 1-2 at the time, etc.

2.12 The characteristic which has traditionally been associated with adult education and adult educationists is the sense of social mission among them. There is a need to upgrade and renew this spirit and to give it a modern content. The concept of quality of life offers a modern framework to such an effort.

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3. Suggested Issues for Discussion

3.1 Major Categories of Adult Education Personnel Needed

3.1.1 Adult Education Personnel involved in Teaching-Learning: teachers in literacy work, functional literacy, vocational subjects, etc.

3.1.2 Adult Education Personnel involved in Administration: directors, deputy-directors, supervisors, counsellors, local officials, educational technicians, local administrative staff, etc.

3.1.3 Adult Education Personnel involved in Community Development and other related Projects: change agents, community leaders, project directors and workers, etc.

3.2 Human Resources for Adult Education Personnel

3.2.1 Full-time and Trained Adult Educators and Teachers: teaching staff specialized in teaching adults in various disciplines.

3.2.2 School teachers: full-time and part-time teaching staff trained in teaching adults.

3.2.3 Paraprofessionals: the largest resource of adult education personnel including potentially all those with a profession or professional training such as retired school teachers, army personnel, artisans, skilled workers, shopkeepers, etc.

3.3 Training of Adult Education Personnel

3.3.1 Content, methods and techniques, facilities, admission requirements, age, sex, fees, compulsory subjects, pre-service, in-service, scholarships, etc.

3.3.2 Training Institutes: four approaches

a) The training of adult education personnel is the only or major function of the institute: training institutes or centers specialized in the training of adult educators, administrators, etc.

b) The training of adult education personnel is an extension of the Institute's main function: adult education sections of secondary schools, teacher training institutes, schools of education or universities, etc.

c) The training of adult education personnel is a means of pursuing the main function: business or industrial companies, army, cooperatives, etc.

d) The training of adult education personnel takes place within a less permanent structure and not necessarily on regular basis: training according to need, ad hoc-organization, etc.

3.4 Adult Education as a Career

3.4.1 Establishment of a career structure enabling professional movements vertically and horizontally; adequate salary scales and promotion system.

3.4.2 Provision of continuing professional training and education of the adult education personnel.

3.4.3 Professional associations to promote adult education as a career.

3.5 Research

3.5.1 Priorities in research: basic research, action-research, etc. Adult teaching-learning problems: repeaters, drop-outs, etc. Problems in using modern educational technology in teaching adults, etc.

3.5.2 Organization of research projects: researchers, financing, application of research results, international cooperation etc.

THE PROVIDERS OF ADULT EDUCATION

E.K. Townsend Coles

1. One of the distinctions between the formal and non-formal sectors of education is that whereas the former is usually controlled exclusively by the Ministry of Education, the latter is the concern of many branches of central government and control is thus spread over a number of agencies.

2. The providers of adult (and non-formal) education thus include most (if not all ?) branches of central government, local government, quasi-governmental organisations and a large range of non-governmental agencies. A simple diagrammatic classification of these providers is as follows:-

Governmental	Quasi-Governmental	Non-Governmental
Ministries:	Universities	Voluntary Com. Organ.
Education	Radio/Television	Religious bodies
Labour		Employers
Health		Commercial undertakings
Agriculture		
Social	← Trade Unions →	
Community Development	← Co-operatives →	
Planning	← Political Parties →	
Finance		
Youth/Sport		
Defence		
Police		
Communication, etc.		
Local Government		
State/Province		
District		

3. The purpose of this paper is to consider the contribution which each of these providers makes to adult education. It must be understood, however, that there can be no rigid and overall definition of this. The work undertaken by each provider will vary as between countries according to prevailing and social circumstances, as well as to historical reasons. Furthermore roles are not, or should never be, permanently fixed. Rather they should be under constant review, changing with changing conditions, priorities and demands in each country. Often it is proper for one agency to commence some work in adult education when at the experimental stage and to hand it over to another agency for continuation and consolidation There may also be variety within a country. What is the most propitious agency in one community may well be inappropiate in another.

The agencies of Government

4. In most countries of concern to the seminar, the power and authority of central covernment is over-riding. It is central government which controls education, and it is natural that the same degree of control will be exercised over adult (and non-formal) education, even day-to-day management is delegated to regional, provincial or state authorities. Thus the prime responsibility of central government, acting in its collective capacity, is to set the overall policy for adult education, construct the main guidelines which have to be reinforced

by legislation, and distribute responsibilities to the various Ministries. When adult education remains the responsibility of one Ministry (usually Education) unsupported by a firm commitment of central government as a whole, it is unlikely to be able to make the impact which is required and consequently this essential sector of education will not make the contribution it should to national development. The precise form of commitment, with legislation, that is required will have to be determined by each country in the light of political, social and economic conditions; that such a commitment is essential is beyond dispute.

5. Central government must also delegate to each Ministry the role expected of it in adult education and in particular it must require the Ministry of Education to play its full part in this work. The particular tasks remitted to the Ministry of Education will vary according to the existing structure of formal education; consequently it does not necessarily imply that the Ministry could actually undertake all of the following, though in most of the countries under review it is likely that it would:

- General policy concerning those aspects of adult edueducation which are of direct concern to the Ministry (that is, agricultural extension and vocational training, for example, would be the concern of other Ministries and the Ministry of Education would not be required to settle policy in these spheres).
- Setting of standards and, where appropiate, determining the overall content of curricula.
- Direct provision of educational activities for adults.
- Provision, training and maintenance of personnel.
- Provision of resource material (books, aids, etc.)
- Provision of premises in which adult groups can meet.
- Liaison with the mass media.

- Provision of correspondence education.
- Provision of auxiliary services (libraries, museums, information services, guidance, etc.)
- Encouragement of research, including evaluation of activities.
- Making grants to individuals and to non-governmental organisations.

To fulfil these diverse functions it is clearly essential that within the Ministry of Education there should be a strong, competent unit (department, division, etc.) to carry out this work; such unit to have comparable status with other units in the Ministry dealing with primary, secondary and tertiary education.

6. Every Ministry in central government will have an interest in adult education but some will be more involved than others. In the shaping of policy it is essential that Finance and Planning Ministries should be fully implicated. In the actual provision of activities, the technical Minitries such as Agriculture, Health and Labour will be main providers, along with Education. It is the reponsibility of central government to see that each of the technical Ministries play its full part, and to ensure maximum efficiency, that the role of each is defined and is clearly understood by all.

Local Government

7. The role which local government fulfills in adult education is determined largely by its place in the overall system of government of the country. It is anticipated that in most of the countries under review the position is that central government holds control either using local government and establishing branches of cent-

ral government in each locality for this purpose. When local government is charged with the responsibility of providing educational facilities for children it is likely that it will have direct responsibility for providing adult education, and to fulfil some of the functions listed under paragraph 5 above. When this is not the case, local government will play a supporting role in adult education. The form this support takes will vary, but two functions which all local government can and should perform are first, through the provision of modest neighbourhood centres in which adults can study and read in comparative quiet and secondly, by giving positive moral and material support to adult educational activities being organized by local non-governmental organisations.

Non-governmental Organisations

8. The term non-governmental organisation embraces a wide variety of agencies, ranging from local hobbies and interests groups to great national and international religions and community organisations. It is thus difficult to discuss with any precision the role of such agencies since there is bound to be enormous variation between countries and communities. In the countries represented at this seminar, the significance of the Moslem religion does not need stressing; consequently the adult and non- formal educational activities which emanate from the Mosque are likely to be of crucial importance. Some non-governmental organisations are for particular sections or groups in the community. The most numerous are for women and for youth. Occasionally there are special organisations for men and often for

particular locational and professional groups.

9. It cannot be too strongly emphasized that central and local government should ensure that non-government organisations are not starved of the wherewithall to undertake their tasks in adult education. Community organisations provide adults and youth with valuable training in active citizenship, apart from any direct provision they are making in educational activities. Small grants from government to such organisations can often make the difference between continuation and extinction. The small contribution made immediately accrues a considerable dividend since added to it is the voluntary contribution of the induviduals concerned.

10. Employers also have responsibilities in adult education. The need to enable employers to attain the necessary level of vocational competence (and to maintain and improve themselves) is usually understood and accepted without question. The complementary need to enable people to develop themselves in other ways often risks being neglected. Employers can help by encouraging and enabling employees to participate in educational activities; the provision of a study-room, with a small collection of books and posters can often be a very effective means of assitance.

11. Becoming increasingly important are those private undertakings which provide education as a saleable commodity. In every country there are private correspondence colleges, secreterial schools, language institutes vocational training centres, and professional associations offering a variety of educational activities on payment of a fee. It is very rarely that the number of such institutions existing in a country is known with any certainity; many spring up and wither as quickly as the

proverbial mushroom.

12. Many, possibly the majority, of such institutions are providing a useful and honest service. At the same time there are usually sufficient which are not to make it desirable that some from of governmental registration and inspection be instituted to ensure that reasonable educational standards are being met. Despite this caution, the private educational institution is often meeting a real need in the community and until other agencies, such as government, are able to take on this provision, they should be permitted to continue with their work.

Quasi-governmental organisations

13. Some organisations are neither governmental nor non-governmental, though enjoying considerable statutory support. Others are either quasi-governmental or non-governmental, according to the political structure of the country. The prinicipal organisations in these two categories are universities, controllers of the mass media, trade unions, co-operatives and political parties.

14. The role which universities should play in adult education will be determined by the way in which the institution views its responsibilities as a whole, and the provisions being made by other agencies. In some countries, Universities do not regard the extension of their services into the community as being a responsibility devolving on them. In the great majority of countries, however, this is not the case, and contemporary trends throughout the world are for the greater participation by Universities in extra-mural work. The actual

implementation of this concept varies very considerably, but amongst the main activities being undertaken by Universities are the following:

- Provision of recurrent opportunities for continuing education in fields appropriate to the University, and especially in professional and vocational training.
- Provision of general educational facilities for the public as a whole, through formal course work, through 'Open' universtities and through informal programmes.
- Provision of specialized training for people wishing to work in adult education.
- Provision of experimental programmes.
- Research

15. The controllers of the mass media are potentially important providers of adult education; so often however far too little is made of reaching the public through television, radio and newspapers, both as a means of direct provision of educational material of all kinds, and as a way of providing information about educational activities.

16. Trade Unions, Co-operatives and Political parties in differing ways will contribute towards the adult education of their members as well as towards national development as a whole. Their relative importance will vary according to the structure of the country; that they have some role to play will be undisputed.

Conclusion

17. The paper has sought to indicate the diversity of providers in adult and non-formal education, and the interlocking and sometimes overlapping roles to be per-

formed by them. The large number of agnecies should not come as surprise, though it is both a strength and a weakness. It certainly makes for administrative complications but it is probably only through the development of many agencies that all aspects of adult and non-formal education can be made available to the public. The need to provide an overall framework in which these activities can take to maximum effect is the subject of a subsequent paper.

ORGANIZATION AND ADMINISTRATION OF ADULT EDUCATION

E.K. Townsend Coles

Introduction

1. This paper is primarily concerned with the statutory control of adult education. Since adult education, however, is conducted by a number of agencies, non-statutory as well as statutory, it is essential that the organizational framework should include them all. Furthermore, as participation in adult education is usually on a voluntary basis, it is important that the students should also be able to exercise some degree of control.

2. Thus an organizational framework for adult education should enable:

- Governments to carry out their stated policies:
- All agencies to make their fullest contribution to the work:
- The participants to feel they have a voice in the decision-making process:

3. At the outset, it must be emphazied it is not the intention in this paper to offer a blueprint for adult education. The organizational framework adopted must be right for the country in question, and must be fit into existing statutory pattern of administration. Thus each country will have to fashion its own administrative framework. All that this paper seeks to do is to indicate some of the matters to be considered when this task is being tackled.

An Organizational Framework

4. In its simplest form, what is required is that at national level there should be some way in which the stated policy of government can be channeled to the various providers and thus implemented and at the local (grass-roots) level there should be a means whereby participants and workers in adult education can make their needs known to higher authority. In most countries there is usually the necessity for one or more intermediary levels of control.

5. It is customary to illustrate this administrative pattern in this way:-

National Council

(Intermediary Level: State, Province, District)

Local committee

It is not an unimportant quibble to suggest that it should also be viewed in the reverse manner, with the Local Committee at the top. This seeks to demonstrate the point that "control" in adult education has to be seen in two ways: there is control from the national level, determining policy, priorities, finance, etc. But there is also a strong element of control from the bottom, for unless the provision made is felt to be revelant by the people, there will be no participants and hence no activities.

6. The basic structure shown in paraph 5 can be considerably added to, according to particular requirements.

It should be the intention, however, to keep the framework as simple as possible. A cumbersome system of committees is not usually the most effective instrument in administration, nor is it the most economic. At the national level it may be deemed desirable to add specialist reference committees for particularly pressing and important sectors of adult education (i.e. literacy) and/or specialist advisory groups in such subjects as correspondence education, mass media, printed material, etc.

7. Both at national and intermediary leverls, the body constituted to deal with adult education should be representative of all the agencies involved (see paper on the providers of adult education), together with representatives of Planning and Finance Ministries. The local committee should be composed of the people taking part in adult education; that is men, women, and youths who have shown an active interest in continuing their education, together with representatives of bodies which are providing adult educational activities in the locality (or plan to do so).

Co-ordination and Co-operation

8. Much is said of trying to foster better co-ordination between the providers of adult education and to instil a spirit of co-operation. These are good aims to pursue, though they are not easy of attainment. It there is to be proper co-ordination of activities, which is clearly desirable to maximise the value of the resources available, there has to be a strong lead from government as a

whole, that is there needs to be (1) an unequivocal statement of the significance of adult education in national development, together with adequate resourses for proposed activities to be carried out; (2) enactment of appropriate legislation: (3) clear instructions to the various Ministries as to their respective roles; (4) insistance on inter-Ministerial co-operation and (5) clear indication of the place of non-statutory agencies in adult education.

9. It is often easier to engender co-operation from the grass-root level rather than nationally. The absurdity of inter-agency rivalry is most sharply seen at the point of action; and the consumers are likely to be the people most demanding that those providing services should do so co-operatively. By enabling representatives of different areas of governement to work together on some local project the message of mutual assistance will gradually percolate through to the higher levels of decision-making.

Legislation

10. Clearly it is essential that adult education should be given legislative sanction. Without this it will not be possible for the proposed administrative framework to function and for adequate financial resourses to be made available. Above all legislation should express a national will to make adult education a public responsibility along with other branches of education. (The detailed examination of legislation is the subject of another paper).

Powers to the Proposed Structure

11. Whatever body is set up to keep an overview of adult education, it will be essential whether it is to have executive powers, be limited to an advisory role, or to be a combination of both. The delimination of powers will effect the composition of the body. If it is to have considerable executive powers over governments, is is unlikely that non-statuory interest will be allowed more than a peripheral voice in it. If, on the other hand, it is to be purely advisory, the statutory authorities are likely to be willing to include considerable non-statutory participation.

12. The strengths and weaknesses of both are illustrated in the following table:-

	Strengths	Weaknesses
Executive Powers	1. A strong statutory body	1. Likely to reduce participation by non-statutory agencies
	2. Power to commend attention	2. Tendency to be dictatorial over local issues
	3. Greater ability to attract larger financial resources from Treasury	
Advisory Body	1. Enables fullest participation of non-statutory agencies	1. Lacks authority to implement ideas and may gradually lose prestige and drive
	2. Allows for discussion on all aspects of adult education	2. Likely to receive less statutory resources

13. It may be that there is a need for a dual system to be established. On the one hand are strictly administrative and financial matters which should be handled by one group of people; there are then issues of an educational, pedagogical, more intellectual nature which demands a different range of decision-making. It should not be difficult to design a framework in which two national bodies of differing character but both representative, are established.

14. Another solution - a compromise - would be to defer to the national body a limited range of executive responsibilities whilst it would also act in an advisory capacity. In such a solution, the following arrangements would probably have to be made:

a) Advisory

- To Ministries, each Ministry remaining individually responsible for its own work.
- To non-statutory agencies, each continuing to be responsible for their own work.

b) Executive

Over activities which are manifestly better organized on a national (or regional) basis by all agencies than individually. Examples of such activities, given in a rough order of ease of implementation, are the provision of:

- Cultural/sporting activities and competitions (poetry, art, drama, etc.)
- Certain national publications (i.e. Journal, Year Book, rural newspaper, teaching manuals, etc.)
- Certain programmes, including the use of radio and television.

- Scholarship (though Ministries may prefer to keep this as an individual responsibility)
- Grants-in-aid to non-statutory agencies
- Common facilities (i.e. community centres, equipment)
- Common training institute for all involved in educational work in the community.

Considered separately are national efforts, such as literacy (paragraphs 17 - 19)

15. Through such a mix of advisory and executive powers, fears over loss of independence will be calmed, and the limited executive powers will engender a spirit of co-operation which will help to break down barriers between the various agencies involved.

Ministry of Education

16. Wherever ultimate responsibility rests for adult education and whoever is given tasks of over-seeing the proposed national body, the Minitry of Education is likely to be in a special position vis a vis other Minitries. This is because (1) the Minitry should be the most competent branch of government on pedagogoical matters, (2) it has the most human and material resources available for the work and (3) it should be in the most direct connection with many of the non-statutory agencies Furthermore it is important that there is a close relationship between the formal and non-formal (adult) system of education. Whilst each Ministry will have to make provision for carrying out the duties remitted to it, the Ministry of Education in particular, therefore, will need a strong department for adult education to be given parity of status other with sectors of education. The size

and composition of this department (nationally and at the intermediary and local levels) will depend on the tasks to be performed and the overall policy towards adult education. It has to be emphasized, however, that it is of no value to talk about the significance of adult education in the life of a country without making adequate provision for action to be taken, and an indispensible requirement is a strong, competent sector of the Ministry of Education devoted to this work. (Please see the paper on the Providers of Adult Education for further discussion of this topic).

17. A feature which has a profound influence on the whole development of adult education is the creation of an adequate carreer structure in this sector of education. It is not the intention of this paper to go into details of personnel required, but clearly there must be a proper allocation of full-time appointments at all three levels. Though much of the actual teaching in adult education is, and always will be, conducted by part-time (paid or unpaid) staff, it is of crucial importance that they be supported by a professionally trained and sufficiently large cadre of educational administrators and specialists in the various technical fields involved. No other sector of education attempts to exist without this essential element; there is no justification for imagining that adult education can or should.

Priority Work and Special Campaigns

18. When national policy for adult education is defined, it may point to certain areas which are to be given the highest priority in the years immediatly ahead. To the

countries represented at this seminar, the question of literacy is bound to figure predominately in the programme.

19. A national effort, mobilising all the resources available and subject to the most careful planning, will be required in all countries to eradicate illiteracy. Whilst it is essential that this work should be conceived as an integral aspect of adult education (and not divorced from it as some theoreticans have propounded), and consequently under the ultimate control of the proposed national body for adult education as a whole, it will be necessary to set up some special machinery to handle this work, as was suggested in paragraph 6 above. At both national and intermediary levels there will need to be literacy reference committees, and at the local outlets there should also be subcommittees charged with the responsibility of organizing the work locally. (A discussion on functional literacy is given in the paper on the Nature of Adult Education).

20. Other national or regional campaigns may also be regarded as of sufficient merit to warrant special administrative machinery designed for a particular purpose. National campaigns on topics relating to significant health hazards, problems of the environment, and in support of U.N. sponsored designated "Years" are examples.

Finance

21. In general adult edcuation continues to be underfinanced when considered in relation to the tasks to be undertaken and when compared to other sectors of education. Among the reasons for this are (1) lack of national policy and clarity over the purposes and significance of adult education; (2) control of education (and other

branches of government) by people trained at a time when adult education was not comprehended to be important, hence other sectors of education always receive priority in financial allocations; (3) conviction that adult education is not a professional job demanding professional standards; hence there is no necessity to provide full-time appointments and a career structure; (4) belief that adults should pay their education and that only in this way will the facilities offered be appreciated.

22. To these factors, two more need to be added. The first is that it is extremely difficult to calculate how much is, in fact, spent on adult education. It was pointed out in another paper that there are many agencies involved, and with many of them there is seldom any figure quoted (real or notional) as to how much is devoted to education. Take the case of health, for example. No one would deny that the work of a village clinic has an educative side to it, yet the village health worker is probably not regarded as an adult educationist and her/his salary is certainly not recorded as being an expense to adult education. Whilst the overall amount allocated by governments to adult education continues usually to be too small, it may well be larger than is sometimes recognized.

23. Furthermore, the use of radio and television for education is increasing and a fair proportion of the cost of these services should be regarded as being spent on adult education.

24. The second factor is this; how much ought to be spent on adult education? What is the rationale for deciding the extent of the resources to be made available in a sector of education so all embracing? These are

questions which each government has to answer for itself.

25. There are various ways in which governments attempt to determine the amount to be allocated to adult education. One way is for plans to be drawn up for certain priority espects, and selected target groups. The cost of such plans can be estimated, decisions taken and implementation undertaken.

26. With regard to the Ministry of Education, the government can authorize expenditure based on:.

- Existing operational costs, together with some allowance for expansion.
- An amount based on an allocation to each adult member of the population.
- An amount expressed as a percentage of the total education budget.

27. It will be readily appreciated from the above list of alternatives (which is not exhaustive) that in all cases there has to be an arbitrary calculation at some point. Unlike child education, which can be more easily managed and where the results of altering financial inputs and constraints can be calculated with a fair degree of accuracy, adult education is, inevitably, a large bundle of imponderables. Ought more funds be provided for one section of the community than another? Are certain activities of higher national priority than others? Ought funds to be allocated to training better staff or providing more materials? How does one determine the right amount to go on libraries or on cultural persuits?

28. What is certain is that without adequate financial resources, satisfactory results will not be achieved. Thus a **government** keen on the development of adult educa-

tion has the responsibility of ensuring that funds are made available in sufficient quantity. (See also the paper in the economics of adult education.

Summary of Suggestions

29. This paper has made a number of suggestions regarding the organization and administration of adult education. The main points are:

- The establishment of an organizational framework in which adult education can develop, and which will encourage all agencies to make their fullest contribution to the work.
- The enactment of appropriate legislation.
- The especial significance of the Ministry of Education, and the need for a professional cadre of workers on adult education.
- The adequate financing of adult education.

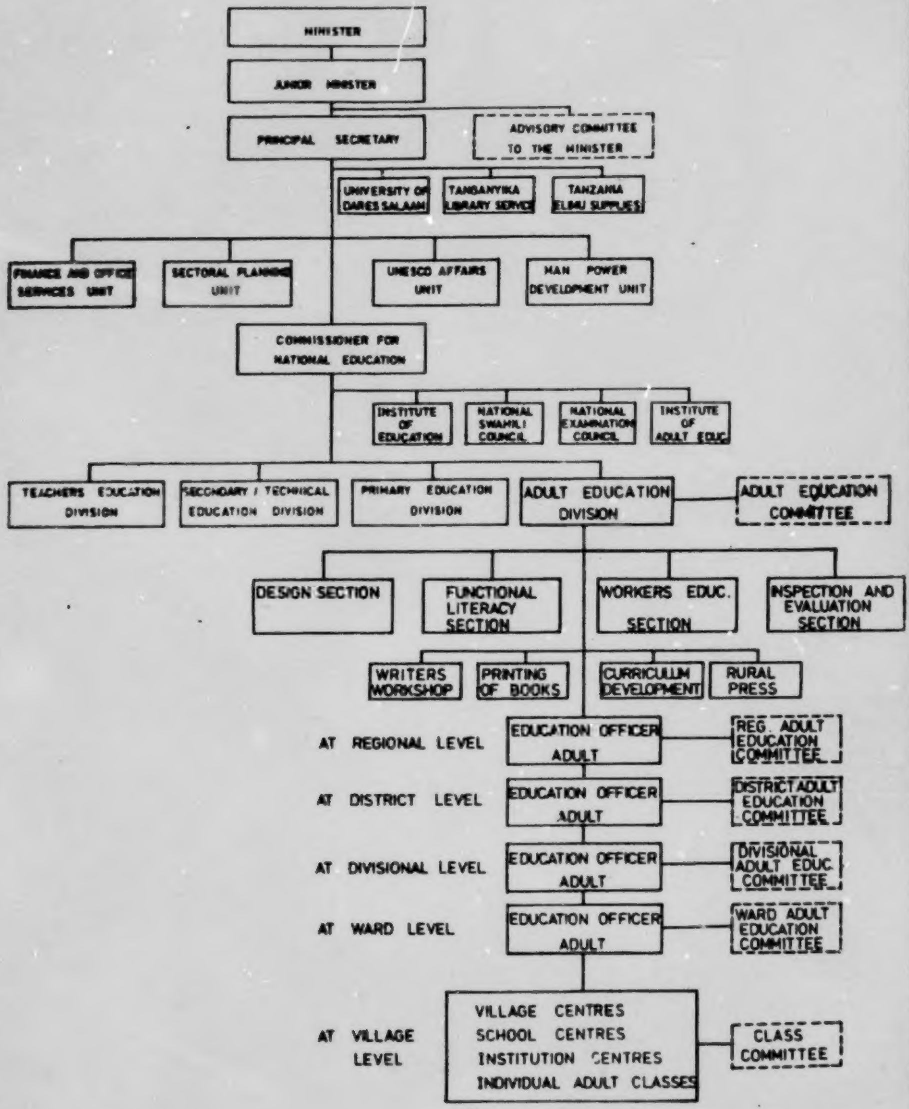
The organizational topics raised in this pare are illustrated in the following diagram.

30. As an appendix to this paper, the organizational arrangements in Tanzania are given as an example of the response made by one government to the necessity of establishing a viable and comprehensive adult education service for the country.

In the writing of this paper I have had resource to several documents, and I wish to express my indeptedness to the writers and editors concerned:

- Functional Literacy in the Context of Adult Education (German Foundation for International Development, 1973)
- Adult Education: A Position Paper by P.H. Bertelsen (Unesco, 1975)
- Development of Adult Education (Unesco, 1975)
- Seminar on Structures of Adult Education in Developing Countries, with special Reference to Africa: Final Report (Unesco, 1975)
- Overview of Adult Education by J. Lowe (OECD, 1975)

ORGANIZATION STRUCTURE OF THE MINISTRY OF NATIONAL EDUCATION, TANZANIA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TANZANIA ELIMU SUPPLIES
FINANCE AND OFFICE SERVICES UNIT
SECTORAL PLANNING UNIT
UNESCO AFFAIRS UNIT
MAN POWER DEVELOPMENT UNIT
COMMISSIONER FOR NATIONAL EDUCATION
INSTITUTE OF EDUCATION
NATIONAL SWAHILI COUNCIL
NATIONAL EXAMINATION COUNCIL
INSTITUTE OF ADULT EDUC
TEACHERS EDUCATION DIVISION
SECONDARY / TECHNICAL EDUCATION DIVISION
PRIMARY EDUCATION DIVISION
ADULT EDUCATION DIVISION
ADULT EDUCATION COMMITTEE
DESIGN SECTION
FUNCTIONAL LITERACY SECTION
WORKERS EDUC. SECTION
INSPECTION AND EVALUATION SECTION
WRITERS WORKSHOP
PRINTING OF BOOKS
CURRICULUM DEVELOPMENT
RURAL PRESS
AT REGIONAL LEVEL
EDUCATION OFFICER ADULT
REG. ADULT EDUCATION COMMITTEE
AT DISTRICT LEVEL
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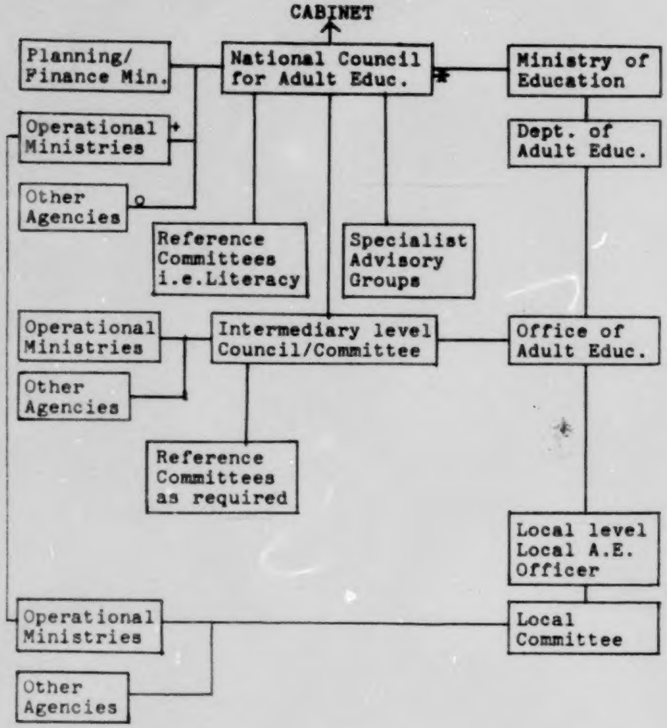
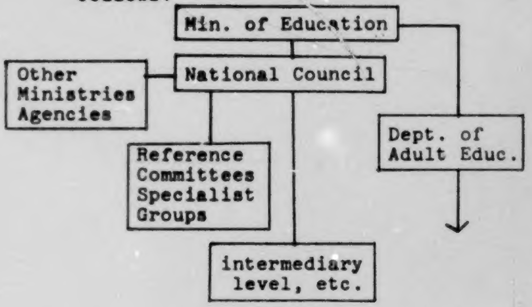
INSTITUTION CENTRES
INDIVIDUAL ADULT CLASSES
CLASS COMMITTEE


CABINET
Planning/ Finance Min.
National Council for Adult Educ.
*
Ministry of Education
Operational Ministries +
Dept. of Adult Educ.
Other Agencies o
Reference Committees i.e.Literacy
Specialist Advisory Groups
Operational Ministries
Intermediary level Council/Committee
Office of Adult Educ.
Other Agencies
Reference Committees as required
Local level Local A.E. Officer
Operational Ministries
Local Committee
Other Agencies

* Where the National Council is under the Ministry of Education, the national level structure may be as follows:


Min. of Education
Other Ministries Agencies
National Council
Dept. of Adult Educ.
Reference Committees Specialist Groups
intermediary level, etc.

+ Operational Ministries are these which actually organize activities (i.e. Agriculture, Health, Labour, etc.)

o The paper on the providers of adult education lists the non-statutory agencies.

Diagram to summarize the points raised in the paper on Organisation and Administration.

ASPECTS OF LEGISLATION FOR ADULT EDUCATION

Helmuth Dolff

Historically speaking adult education played a relatively minor role in most of the industrial countries for a long time. Its main tasks were to

- provide basic education for those population groups who had never had the opportunity to attend school or who had left school after only short attendance;
- impart general and specialized knowledge to groups of adults who had already a certain level of education;
- support specific groups, in particular those persons who, by virtue of their efforts to acquire better qualifications for their tasks in self-governing organizations by means of further training, had a multiplier effect in trade unions, cooperatives, and the Church.
- hold a wide variety of vocational training courses for relatively small groups.

The main task of adult education varied from country to country and depended to a great extent on the state of primary and secondary education and the universities. Some countries distinguished sharply between vocational training and general education, including political education. Vocational training was in the hands of either public establishments or professional establishments of the private sector, whereas responsibility for general and political education was [illegible]t to such independent bodies as the Church, trade unions, labour organizations, etc. In accordance with the economic and industrial development of the countries, a large proportion of state aid was allocated to the field of vocational training, leaving general adult education with only a marginal role to play.

It was only after the 1960 UNESCO World Conference in Montreal that a process of rethinking set in. In both the industrial and the so-called developing countries awareness gradually grew that adult education had an independent and not merely a supplementary function to fulfill in the general education system of a country. But whereas in the industrial countries compulsory school attendance as stipulated by law has in the meantime given all sections of the population at least a basic level of education, it was realized that the developing countries could not develop their education system on an additive basis, i.e. primary school followed by secondary school, university, and advanced training; it was essential for these countries to fully integrate adult education right from the beginning in the overall education system in order to provide at least a minimum of education for those sections of the population who in the given situation also had to make and to share responsibility for political decisions, namely, adults.

Parallel with this development there was a steady increase after 1960 in the demand for adult education. This was a result not only of the awareness on the part of the governments of the necessity of adult education but also of the demands of an ever-growing section of the population who, having enjoyedat least a basic education, then required further training and qualifications.

At the time of the 1972 UNESCO World Conference in Tokyo it was already generally accepted that further education was essential and in need of increased support on the part of governments. A new element was, however, brought into the discussion; it was recognized that apart from deserving more attention than in the past, adult education should be guaranteed by means of relevant legislation an integral and equal position in any state education system. This is a problem faced by both industrial and developing countries, even although the basis for this legislation varies considerably. The system in the industrial countries is to base continual further education on the schools and universities in order to enable the adult population to adapt to rapidly changing social, economic, and industrial conditions and to play an instrumental part in shaping these conditions. The developing countries, on the other hand, are faced with the task of ensuring the right basis for the rational, economically viable, and organic development of their education systems as a whole and of creating relevant legislation.

Up to now the various nations have proceeded in different ways with this task, some achieving more than others. Listed below are those particular aspects which should be fixed and guaranteed by law:

1. Legislation should guarantee that adult education be developed into a main component of the state education system alongside schools, universities, and vocational training.
2. Further education must be integrated by law with other parts of the education system, e.g. primary schools, secondary schools, and universities. In principle, all parts of the system should be considered as having equal rights, even if their structures vary according to their different tasks and above all according to their target group.
3. Legislation must guarantee that underprivileged sections of the population (workers, farmers, women, etc.) be included in the further education process.
4. Since on the long term only an increase in the employment of full-time staff can ensure that adult education becomes a main component of the state education system, legislation must be drawn up to fix the position of those involved in imparting adult education. The teachers should have the same rights with regard to job security, training, and advanced training as other teachers in the state education system and in universities.
5. Employed persons and women desiring and needing further education must be given opportunities to pursue further education other than during their so-called free time in the evenings. Legislation should provide for educational vacations for employed persons and housewives. A resolution along these lines was drawn up by ILO in

1973, and the UNESCO Conferenc in Tokyo also made similar recommendations.

6. The mass media, e.g. radio and television, must play an increasing role in adult education, particularly in developing countries. In view of the very varied structures of television and radio stations, which are usually either run on a commercial basis or state-controlled, it is impossible to ensure that there is sufficient space available during those times when adults and in particular employed persons are able to follow educational programmes; relevant legislation must be drawn up to rectify this. Where intervention is impossible on account of existing television and radio laws, consideration should be given to the establishment of special educational radio and television stations.

7. Either for traditional or sometimes for structural reasons, universities in some countries do not undertake research and teaching tasks in the field of further education. Legislation for further education should support or prepare the ground for the increased participation of the universities in terms of research and teaching in the development of adult education in the various countries.

8. Adult education should be included in national development plans, regional structural plans, and national budgets, as is already the case with schools, universities, and to some extent vocational training.

9. A wide variety of government bodies and independent agencies are responsible for adult education in the various countries. Legislation should therefore provide for coordination and cooperation between these bodies to ensure the uniform and organic development of adult education. Included in this legislation should be the coordination of measures in the field of further education and employment policy. This legislation is designed to ensure that the state with all its possibil-

ities be responsible for providing a definite level of further education for the entire population and for ensuring that all the bodies responsible other than the state have the possibility of participating in further education as a whole according to their particular fields of interest and emphasis.

10. As in the case of schools and universities, legislation should treat further education as an investment rather than restricting itself to financial considerations based on outdated information.

11. It is in the interests of every state to guarantee further education establishments the maximum of freedom with regard to programmes, teaching methods, and selection of staff. Only in this way can adult education become a flexible component of the state education system and be in a position to react quickly to new problems and aspects arising in the course of national and social development. Rigid programme structures and regulations with regard to teaching methods and teaching staff all to often lead to inflexibility which is deplored both in schools and universities.

The intention of this paper was to formulate a few points which underline the need for legislation in the field of adult education and which outline the tenor of this legislation. It is, however, essential to take into account national development policy and social structures, which may vary considerably from country to country. Considering these varying criteria, only those fields have been included on which consensus has been reached in discussion at international level and, in part, international development.

ECONOMICS OF ADULT EDUCATION - SOME DISCUSSION NOTES

Paul Bertelsen

1. SOME NOTES ON THE BENEFITS OF ADULT EDUCATION

Individual Benefits: Benefits that accrue to the individual. They can be economic, e.g., increased income [1/] or non-economic, e.g., more satisfaction or contentment.

Social Benefits: Benefits that accrue to others than those directly engaged in the process, e.g., to the employer of the adult learner, or to the children and other members of the family of the adult learner, or to neighbours or to society in general.

Diffusion Effect/Multiplier Effect/Spread Effect: The benefits of adult education are by no means limited to the immediate participants in a systematic learning process. To a larger or smaller extent, the benefits are diffused to the learner's family, to colleagues at his place of work, to neighbours and to members of associations to which the learner belongs.

Most learning is of an informal nature and takes place through personal inter-action. Once that is realized, however, it is possible to provide in a systematic way, impulses to the people who are, as it were, the antennae of the community. They can then, in turn, be relied upon to adapt the message to local conditions and spread it in the community.

Some people are in a better position than others to pass on what they learn, and this provides some justification for designing special programmes for opinion leaders, animateurs, change agents, as they are variously called, and justifies devoting resources that at first glance may seem disproportionate to such programmes.

Immediate and Deferred Benefits: Some benefits mainly of a psychological nature are immediate, such as the

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[1/] Economic benefits can also take the form of savings by more economic use of scarce resources.

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satisfaction of finding the solution to a problem of undertaking something. Other benefits accrue over time. Learning to read and write may not give full satisfaction until the skills of reading and writing have been fairly fully mastered.

Cumulative Benefits: Learning one thing helps a person to learn something else. A general education may serve as a basis for acquiring vocational skills just as the learning of technical skills may facilitate the acquisition of an understanding of scientific principles.

It is difficult to quantify these secondary benefits but that is no reason why they should not be taken into account when considering resource allocations to adult education.

The Time Horizon: The period taken into consideration in attempts to estimate benefits. If quick benefits only are considered, the time horizon is short. If long-term cumulative benefits and the work of the spread effects are taken into account, the time horizon is much longer.

Total benefits: The sum of individual and social benefits taking into account the benefits produced by the spread or diffusion effect.

Most studies of the benefits of adult education are incomplete because they don't account for the total benefits.

Our Dependence on the Education of Other People (Social Benefits):

Few people are conscious of how much benefit they derive from the education of other people, but a few examples suffice to make this clear:

It can be a matter of life and death whether a medical doctor is up-to-date in his knowledge and skills, which **may** be one reason why people seldom grudge public expenditure on medical education. Similarly, we depend on the quality of the work done by others, whether they produce the food we eat or the dwellings we live in, repair our tools and equipment, etc.

Since we live in constant communication with other people we also benefit from living well-informed, enlightened, people around us and even if we cannot paint or sing, or play music, we can enjoy the performance of others.

Again, civic education may bring no economic benefit to the individual learner, but the social benefits may be considerable. From the national point of view there can be no doubt that it is not only desirable, but also a source of economic strenght if the citizens have a clear view of the problems and prospects facing the nation. Necessary adjustments can be carried out more rapidly and smoothly and at less cost.

For the sake of completeness it might be added that education, of course, can also be used for selfish, criminal and destructive purposes (negative benefits).

In any case, virtually all education has repercussions on other people than the one who consciously embarks on a learning process.

If all benefits of adult education accrued in the form of individual benefits to the learners, there would be a case for asking them to pay for their own education. Even in this theoretical situation there would, on grounds of equity, be valid arguments for making education freely available to the poor.

The reality is, however, that the total benefits exceed the individual benefits so much that there is a strong case for large scale public financing of adult education, especially to the programmes that produce considerable social benefits. To the extent that employers reap a part of the benefits it is also reasonable that they should contribute to paying the costs.

Even if adult education is provided free of charge to the learner, it must not be overlooked that the learner makes a significant contribution to the real costs of the education by sacrificing his time to the education. What this represents in terms of opprotunity costs depends, of course, on how much else he would have disposed of the time in question.

2. SOME NOTES ON THE COSTS OF ADULT EDUCATION

It is necessary to make a distinction between money costs and real costs. Whereas money costs simple are the outlays or expenditures of money, real costs designate the real resources allocated to education such as staff time, learners' time, the use of premises, paper and other material supplies.

By opportunity costs are meant the value of that which could be obtained by allocating the real resources to an alternative use. The opportunity costs of a learner's time may, for example, be what he could have produced in the time he devoted to learning.

If resources not used simply go to waste, the opportunity costs obviously be nil. In the extreme this is a theorectical case, but in practice it is recognized that human energies are not sufficiently utilized. There is thus scope for mobilizing both learners' and teacher's time for purposes of human resource development.

The most obvious types of costs are payment to teachers of adults [1] and for equipment and materials used by the learners.

But the total delivery system for adult edcuation includes much more than the direct person-to-peson teaching of adults.

Other services that need financing include: identification and articulation of needs, research and evalution, development and production of teaching materials, including programmes for radio and TV, film and other software, library services not excluding adult education, newspapers and magazines, correspondence education, documentation and information services, and the training of the various categories and levels of personnel required to man the services listed above.

This list is not exhaustive but it is enough to indicate the range of the services required.

This wide, comprehensive view of what constitutes adult education services is necessary for a consideration of the financing of adult education. It is not sufficient to decide to allocate resources to adult education in general, it is also necessary to decide where in the total system the resources should be employed.

It is partly a question of deciding what programmes to support, but it is also a matter of deciding on educational strategies: in the short run money on providing teachers for adults may show the fastest results, but given more time it might be advisable to allocate more resources to the elaboration and production of teaching materials and if one opts for a still wider time-horizon the biggest return might be derived from research and the training of trainers and other key personnel.

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[1] If teachers work as unpaid volunteers, there are no money costs, but there are still "real costs" or "opportunity costs" as the time spent on teaching adults could be devoted to other purposes, some of which might yield economic returns.

In practice these activities will take place simultaneously, but there are great possibilities for variation in the proportions, i.e., the relative emphasis given to quick returns and to returns that are slower to accrue, but are more substantial in the long run.

It is the opinion of the writer that most countries have taken a very short-term view of the development of adult education and therefore have failed to reap the benefits that can be derived from a systematic build-up of a critical mass of trained and experienced personnel and the institutions and services, which make it possible to make considerable economics in the long run.

This has also implications for the scale of operation of adult education.

Some costs are the same irrespective of the number of people catered for (e.g., elaborating a textbook or producing a film) and beneficiaries. Therefore, the cost per person, e.g., of a functional literacy programme, decreases considerably when larger numbers are catered for.

However, the economics of large scale operations can not be achieved without a previous build up of the basic services of adult education (research, production of teaching materials, training of personnel).

In considering the cost of adult education it should be borne in mind that expenditure on appropriate adult education programmes are likely to lead to economies on other items of public expenditure.

Money spent on vocational training and conversion programmes any lead to reduced costs of unemployment benefits.

Health, nutrition, family education, may lead to decreases in expenditure on curative medicine.

Expenditure on programmes providing for wider access to and participation in cultural and creative activities are likely to assist in improving the mental health of the participants and may reduce problems of alcoholism, drug abuse, etc.

Many kinds of adult education can assist in reducing crime, or recidivism.

While lack of knowledge and understanding is by no means the only cause of industrial and social unrest, inter-group conflicts, etc., it is still reasonable to suppose that increased provision for adult education can lead to a cleared understanding of the views and interests of others, a clearer perception of both immediate and longer term consequences of certain courses of action for both oneself and for others, so that conflicts and disagreements can be handled by the parties concerned more speedily and at higher levels of rationality.

3. ADULT EDUCATION IN DEVELOPMENT PLANNING

Too often is is assumed that education is an end in itself. Although this may be true - in any case it is not a matter to be discussed here - this point of view may be an obstacle to viewing education, and more particularly the education of adults, as a means of achieving a wide range of economic , social and cultural development objectives.

In economic development plans with chapters devoted to agriculture, industry, etc., there is usually a chapter devoted to education. This project is probably the only practical one in respect of the formal school system.

As regards adult education another approach would, however, be possible. In dealing with agricultural development projects a specific place may be assigned to the role of adult education in achieving the objectives of each particular agricultural development project, and a similar approach might be adopted in other sections of the development plan. In this way it would become apparent that quite specific contributions to development can be obtained by educational action.

This procedure would make it clear that in this context expenditure on adult education is not an expenditure of consumption but of an investment nature. [1]

The approach to planning engendered by this method would also assist in ensuring that the planning of adult education becomes integrated of the instrumental values if human resource development in attaining the objectives, and adult educators would be encouraged to relate their programmes to development needs.

Having adopted this approach it would still be necessary to include a summary chapter on the provisions for the common services needed for the development of adult education. It would not be realistic for each ministry or agency to have its own film unit, its own correspondence education institution, etc., and there are also gains in efficiency and economy in establishing certain joint training facilities to provide a common trunk of training to personnel from several agencies.

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[1] The distinction between consumption and investment in the allocation of resources is a familiar one in economies. Whereas expenditure on consumption directly contributes to satisfaction, expenditures of an investment nature contributes only indirectly by improving the productive capacity.

[2] In the economics of education a similar distinction is made, at least in theory, between education of a consumption nature, i.e., education that gives immediate satisfaction to the learner, and education of an investment nature which increases the productivity of the learner.

SOME NOTES ON COSTS, BENEFITS AND EFFICIENCY OF ADULT EDUCATION

Cost-Benefit Analysis: concerned with studying the ratio between the costs and the benefits of a given programme.

Cost-Effectiveness Analysis: not concerned with benefits but with the study of alternative ways of providing a given programme with a view to providing it at the least cost.

How Can The Efficiency of Adult Education be Improved
(Reduction of "unit costs")

- use available resources such as schools - both building and personnel
- use media - change balance with entertainment
- increase scale of operations to get economics of scale
- subsidies to voluntary organizations, who can mobilize their own additional resources, especially human resources
- integrated educational systems/services should be cheaper than separate provisions as many overhead costs can be shared and unit costs reduced
- develop self-instruction material - save on teaching expenses
- develop information and guidance services - save time both for learning and providing agencies
- combine education with productive work where appropriate, e.g., education for illiterate youth, vocational training - subsidize employers' training under certain conditions; make work more educative
- improve systems of recruitment of part-time personnel - there are people willing and able to help, who don't get asked, and don't know where to go

5. SOME NOTES ON SOURCES OF FINANCE OF ADULT EDUCATION

- a priori case for government to assume major burden (as for children's education)
- major argument for this is that society as a whole benefits

- however recognize that in some cases benefits accrue predominantly to individuals, or to firms, or to localities, ot to other limited groups
- in such cases they should be expected to bear all, or part of, the direct expenses incurred - either immediately, or as repayment of loans for education

Various Particular Systems:

Scandinavian Countries: Local governments pay major part of expenses for many forms of adult education, but are reimbursed by central government

British, French and Nigerian Training Levies: levied on all employers - funds used to subsidize those who run training schemes

Swedish: grants to adult students undertaking full-time studies

Trade Unions/Employers: Funds made available through collective bargaining (unless benefits at least equal costs this may be prejudical to the competitive position of the industries concerned on export markets)

Trade Unions, Co-operatives, Other Organizations: Often finance education of their leaders and their members. This usually pays off in terms of better results for the organization concerned

Yugoslav: system of "contracts" between workers' universities and the organizations sponsoring courses

Government Finance: Not only Minitry of Education - other ministries as well

Loan Finance:

Once adult education is regarded as an investment loans appear to be justified, not only to individuals, but to enterprises and to countries.

World Bank loans, role of Regional Development Banks

6. POSSIBLE NEW FORMS OF FINANCE

Levy on Primary Products

If developing countries could agree between themselves they could in several cases make developed countries pay for their education by "training levies" on products for which the rich countries cannot at all, or only with difficulty, produce substitutes.

Proceeds from Protective Tariffs

Often a protective tariff is levied to protect nascent industries. If some of the proceeds from such tariffs were used for education purposes, substantial funds might be available.... but it would be recognized that this is not "new money" - government would have to make economies elsewhere.

Comparisons With Some Other Uses of Resources:

- Expenditure on formal education
- Publicity and advertising
- Entertainment

GUIDELINES FOR THE ESTABLISHMENT OF DOCUMENTATION AND INFORMATION CENTRES/UNITS IN THE FIELD OF ADULT EDUCATION WITH SPECIAL REFERENCE TO THE ARAB STATES

Munir D. Ahmed

1. Documentation is the name of a science, which is primarily concerned with the collection of information and that purpose also of documents; the evaluation of the contents by way of classification; the registration of the same through proper cataloguing as well as finding ways and means of storage for information/documents and making them available to the user/researcher without delay and with minimum rather no loss.

2. No doubt also libraries collect books and periodicals, classify, catalogue and store them and make them available to the users. Modern libraries also utilize computers and other mechanical devices to make their services efficient. Nevertheless differences between a library and a documentation centre are manyfold. For example, libraries generally collect books which can be shelved. So to say the thickness of a book plays a role in this matter. In Germany, as a matter of principle, a booklet of less than 48 pages does not fall under the title of a book. This means that booklets and a very large number of the so-called "Grey literature" (official reports) which do not exceed the limit of 48 pages, is neglected by the libraries. On the other hand a documentation centre collects also this type of literature. The only principle of selection is the usefulness of the contents rather than the thickness of the book concerned. Special libraries do in cases also collect report literature. A documentation centre with a combined archive would also collect news items and articles from newspaper in the

form of clippings, films, photographs, tapes, record/discs, charts, maps etc. There is, of course, no reason why these items should not be collected by a library. As a matter of fact, a documentation centre is primarily a special library with extended services. This brings us to the second important difference between a library of the common type and a documentation centre. Whereas libraries generally catalogue books according to the author(s) and/or titles and seldom prepare subject catalogues, the documenation centres analyse contents of the documents and prepare a summary of the subject matter (annotation) as well as they try to identify all subjects for which the document concerned may be consulted. In this way they classify every document extensively. Another remarkable difference is that the libraries acquire and keep magazines, but seldom catalogue the articles contained in the same. On the other hand documentation centres are in first place interested in individual articles.

3. This brings us to the point, where we ought to make a working dictinction between a documentation centre and an information centre. Whereas a documentation centre does not normally go beyond the point of formal classification (or indexing), an information centre is required to work up to the document and transmit the so-called "digested information" to its subscribers. No doubt a combination of a documentation centre and an information centre is conceivable, rather in cases desirable. We shall see later on, exactly this kind of combination is required for the purpose of adult education.

4. A careful study of the feasibility and utility of a documentation centre must always precede the decision about its establishment, as nobody not even the richest country can afford

the luxury of an unnecessary institution. As a matter of fact, a documentation centre is invariable an expensive enterprise. Therefore the benefit and the cost of such an enterprise must correspond with each other. Any such study must begin with the question about information requirements. It is necessary to pin point a) what kind of information is needed, b) for whom, and c) to what extent. A documentation centre can only be productive, if its aim and duties are clear cut and the circle of its users is well defined. This study must also take into consideration the existing information facilities, such as libraries, information services, archives and the like. In some cases, it might be less expensive to tape the existing information sources by way of coordination and co-operation than to start an entirely new institution.

5. The very first question, which can only be answered by experts of the specific field for which the proposed documentation centre is to be established, is about the nature of the required information. All relevant information sources and devices must be taken into consideration, while defining the need and the extent of the desired information. If, for example, a local adult education centre in an Arab State plans to establish a documentation centre, it is pertinent for the officials concerned to find out which kind of information is already available in that particular town or country. Then the question should be, whether or not this information is available to the body of educators or other relevant persons. Now it must be asked, if the available information is sufficient and fulfills the expectations and needs of the researchers. It should be further ascertained as to what kind of information is required, but

is not available. In cases it might be sufficient for such a centre to buy or borrow the required information from friendly centres in the same country or in one of the Arab States. It is, or course, also possible that the required information is not available readily and can only be acquired through sustained effort. Furthermore, it is important to define the nature and the extent of information requirements. For example, the requirements of adult education centre which has no research responsibilities is in all probability different from the requirements of a centre, which primarily conducts research. In short the documentation centre or unit must be tailored according to the needs and requirements of the users, It should in no case spend time, efforts, and money on collecting information and for that case documents which are irrelevent.

6. It is only at this stage that a decision can be taken whether the proposed centre should have only the responsibility of collecting documents and thus providing only bibliographical information (undigested information) or it should be requested to work up all relevent documents and present only "digested" information. This decision would have a direct bearing on the qualifications of the staff as well as on the working of the centre.

7. We suggest to use the term of "document" or "file" for all the different vehicles and devide through which information is transmitted. It could be for example monographs (books, dissertations, reports, catalogues etc.); articles in periodicals and contributions in collected volumes, conference papers, "Festschriftbeiträge" etc.; newspaper contents (news items, articles, advertisements etc.); posters and handbills; films or slides; discs; tapes and vidio discs and/or casettes; maps; charts. So far as the question of storage is concerned, the techniques could vary according to the file or document. For example, books and periodicals can be put into shelves and can be easily identified by the help of notations.

In the case of pamphlets or newspaper-cuttings entire different technique of storage would have to be applied. This is equally true in the case of films, slides, discs, tapes, maps and charts etc.

8. Every file which is documented has to be identified by the help of notations, which in their term have to be unambiguous for the sake of clarity and sure identifications. In fact the nature and physical state of different items require a different kind of treatment in almost every case. Nevertheless some components of bibliographical data are common in almost all files.

9. The purpose of standardized bibliographical data is identification of documents for safe and complete retrieval. This is also the end of another device called "subject cataloguing", for which currently a number of systems are in vogue. Without going into details of this rather complicated matter, we may describe subject cataloguing as a kind of document classification by means of one or several standardized notations to identify the main theme(s) of the documents. There are the systems of hierarchical classifications of which "Universal Decimal Classification (UDC)" is best known. There is a method of coordinate indexing, in which the so-called 'Keywords' taken from an appropriate list are used. Then there are systems, which utilize control vocabulary for indexing purpose. This requires a kind of normalized reference dictionary called "Thesaurus", which is tailored according to the needs and specialization of the documantation centre(s). Indexing as well as retrieval of documents/information is done by the help of normed descriptors. This last mentioned system is gaining primacy everywhere in the world. A special thesaurus for adult education can be linked with other thesauri of the related fields without difficulty. In this

way its link with national and international documentation centres, which would naturally one day include machine readable texts or tapes, can be established.

10. Having taken every precaution to ensure safe retrieval (manual or mechanical) of inforamtion/documents, one should also make sure that the contents of every document are noted in the form of "annotation" on every card or entry. This is done in an agreed upon manner in plain language and is meant to facilitate search of appriate documents.

11. Addition of an archive might become essential in case newspaper cuttings, loose leaves (legislation notices, hand bills etc.) are to be collected. Indeed archive work could be very complicated, but there are also simple procedures, which are recommended to especially all such institutions, which do not expect very rapid growth of their collection, as ~~in~~ all probability would be the case with the intended archive of adult education. The simplest method is to a adapt one of the existing classification systems or to invent a new one, which is tailored according to the needs of the centre concerned. For example, the important subfields of adult education are divided into ten or twenty groups and assigned numbers or letters. Then the groups are subdivided again into yet smaller groups and again assigned numbers in such a way that in every case a double code is formed. Now files, boxes, shelves etc. are labelled with these codes and all papers, cuttings, films, discs, slides etc. whatever may be the case, are stored according to aforesaid system of classification. Newspaper-cuttings may be pasted on sheets of paper for the purpose of better preservation. In this way, at least in the beginning, an archive can be handled with little difficulty. Later on, when the material grows very rapidly and things tend to become unmanageable in this way, a more sophisticated system of archive work can be apdapted.

12. Today computers are being employed in many fields with great success. Therefore it is natural that the very first thought of the planners of a documentation centre would be, whether or not electronic devices can be employed also in this case. In principle, documentation work can be executed very efficiently by the help of computers. As a matter of fact, a very large number of such centres all over the world are utilizing electronic data processing. However, it is pertinent that a decision to this effect must be taken after careful study of the volume of the work and the cost and benefit analysis. Utilization of EDP can only be beneficial if the volume of the work exceeds certain limits. It is more economical and less complicated for a documentation centre to start its work on manual basis and employ manual methods until such time when a stage is reached, where it becomes difficult to manage the work manually. A switch over to EDP would be no problem, if from the very beginning the foundation of the work was laid in consultation with the computer experts. In this case certain precautions would have to be taken, so that the switch over does not cause too much trouble and the continuity of work can be safeguarded. This would, for example, involve the bibliographical data, classification/indexing system, publication programmes of the centre and other services. The reason for this note of caution is that computerization is a very complicated business and over and above it is very expensive. A large number of documentation centres of long standing in industrialized countries are still working efficiently on manual basis.

13. Equipment required for a documentation centre depends on whether manual methods would be applied or mechanical ones. But basically every documentation centre needs sufficient number of type-writers; also tape-punching machines for input, in case EDP is envisiged; copying devides (Xerocoping and if necessary microfilming equipment as well as reader-printer); printing facilities for information dissemination and the printing of catalogue cards (composer, electric typewriters, offset printer, gadgets for collecting and building as well as book-binding outfit); aspect cards (manually operated super-imposable cards); for archive and library, shelves and document files.

14. As it is in every other branch or institution, the number of staff members and the size of the documentation centre would depend on actual load of work, which in the fiels of adult education in Arab States has yet to be ascertained. Therefore at this stage, it is a guess of everybody as to how many people would be needed for such a centre. But certainly success or failure of the centre would depend very heavily on the quality of the staff and on the managerial skills of the director. The staff has to be qualified, devoted and permanent. Leading posts, including that of the director must be filled with professionals, such as documentalists, information officers and librarians. Skilled people would have to be engaged also for reprographical jobs (including offset printer and book binder) and on a later stage for input and retrieval operations in connection with computer storage. This would include programmer(s) punch-tape operator(s) and information retriever(s).

15. Training facilities for documentalists and information officers are at present not adequate in the Arab States. Unfortunately the few existing institutions for library science do not offer courses for documentation. The only specialized institution in the Arab world, which offers such courses; is located in Tunis (Ali Bach Hamba Institute). There have been in the past occational training workshops and seminars in Cairo, which were sponsored by the existing documentation centres in that city, such as NIDOC and IDCAS. It might be possible to train a few people locally by the help of these centres. Facilities for training are also offered by different industrialized countries in the form of documentation courses in specialized institutions or in the form of trainee-ships in some of the well-established centres. One or two people trained on this basis must be able to train the remaining staff on-the-job. Also training seminars and workshops could be arranged with the help of national and international bodies, for which lecturers and demonstrators can be borrowed from existing documentation centres in Cairo and also in cases from abroad.

16. An important part of documentation work is performed in most cases by part-time analysers or correspondents. These are, as a general rule, research workers, educationists and other interested persons, who voluntarily offer their services to the centre free of charge or against payment, to peruse regularly certain periodicals, newspapers, newsagency releases or any other important source of information. It is their duty to report to the centre every important publication in adult education (articles, reports, statistics etc.) on prescribed forms for registration in the catalogues, or in the case of news items etc., cuttings for preservation in the

archive. These so.called associates have to be highly qualified people in the field of adult education. They are not required to have experience or knowledge of the intricate business of documentation. However, certain rules and regulations (for example, the direction of the centre regarding bibliographical data, the system of classification and annotation rules), must be explained to them by the professional staff of the centre.

17. One of the very first tasks of a documentation centre is to collect data on its prospective users and their requirements. A documentation centre which wants to work economically, but at the same time desires to provide an effective service in the shortest possible period should in all cases make a survey of its potential users. Whereby stress should be laid on the acquisition of such data, which characterizes the user in a very clear cut way and also defines his needs and requirements for educational information. Every documentation centre should prepare the so-called "user profiles", which should contain all revelant information on the consumers of information and their requirements. These profiles facilitate a more direct connection between the users and the centre, and above all a better understanding of the problems can be gained for which information is sought.

18. Every documentation centre must find ways and means of contacting its potential users, who very often than not lack information about the sources of information or even do not realize their need for information. It is often not sufficient to make publicity in the press about the establishment, services and objectives of a centre, although such a compaign might prove to be quite helpful in making the centre known. What is needed is a well planned and calculated activity on the part of the centre, which should not confine itself to the so-

called "passive information service", but also adopt the policy of the so-called "offensive" or "aggressive information dissemination". By "passive information" we mean a service which is rendered on request, or in other words the user takes the initiative by contacting the centre and requesting information on specific problems. The role of the centre is in this case passive, as it only acts when it is requested to act. But the "agressive information policy" requires that the centre should charge its potential users with information, irrespective of the fact whether they ask for it or not. The centre should find ways and means for such an attack, which has to be effective, if results are to be expected. In fact people are not yet accustomed to information and documentation services. It is therefore the duty of every such centre to try its level best to make them documentation minded. Only after they have realized that such centres can help in solving problems and are capable of providing needed information quickly and to the full satisfaction of the users, they would start trusting them.

19. There are many channels through which information can flow, both active and passive. Besides the establishment of an "enquiry service" and the use of conventional means of publications, such as bibliographies, bulletins newsletters and the distribution of studies on specific subjects etc., there are innumerable other ways, which can be utilized to serve this purpose. These include exhibition and fairs, conferences and congresses, lectures and seminars, workshops, symposiums, briefings on educational problems. Press, radio and television are becoming very effective channels of communication. In the same way films, slides and other audio-visual aids have become indispensible part of information work. "Selective

dissemination of infromation" (SDI) has proved to be very helpful in this connection. The main idea behind the establishment of a SDI-Service is to provide only that bit of information to the user, which is in accordance with his information requirements. This would save his time, which he otherwise would have to invent in order to select the required information from the mass of materials provided to him by the information centre. This system could also prove to be more economical for the centre itself. The scheme of a SDI-Service should be chalked out in close collaboration with the users. It is they, in fact, who should inform the centre about their requirements, wishes and fields of specialization. This information can be collected through quetionnaire, which should be prepared and sent out by the centre. In the light of the answers the so-called "interest profiles" are prepared and incorporated in the mailing list.

20. The establishment of an "enquiry service" can be of great help to the work of the centre. The pattern of the existing enquiry services of the documentation centres in such that the enquiries are channeled to a number of specialized documentation centres according to their respective specialization. The centere, which maintains such an enquiry service plays only the role of a "cleariing house". But to be able to play this role effectively, the centre has to be well informed on sources and facilities of information, as well as it has to have good friendly relations with the respective information centres in the Arab states and abroad.

21. Co-operation with documentation centres, especially with those which are likewise dealing with education and

related subjects, must have the top priority. This co-operation is in the very interest of every such centre and pays back richly. Exchange of information on permanent basis could help eliminate duplication of work, as well as contribute to enhance productivity and effectivity of the centre. "Abstracting services" are covering currently a very substantial number of periodicals and other publications, in cases country wise, whereas there are specialized subject wise services also. These services can be acquired against payment or in exchange to similar publications of the centre. Agreements with co-operating centres are possible in connection with translation of foreign publications. However, also training facilities of the centres of long standing can be utilized to train personnel.

22. There is at present nowhere in the Arab states a documentation centre, which exclusively covers the field of adult education. It would be asking too much of the existing centres for education documentation, such as in Cairo, to cover adult education on large scale. In fact, adult education can only be covered by a specialized centre, which has a understanding of the nature of this field and which is better motivated for this work. ASFEC no doubt fulfills these requirements. The establishment of a documentation centre for adult education at ASFEC would go a long way in preparing ground for such centres at national level in all Arab states. If and when it happens, the centre at ASFEC could take over the role of the central "clearing house" for the Arab states, which would be feeded by the national centre in individual countries, and which would keep liaison with Unesco and other specialized institutions for adult education abroad. The central documentation unit at ASFEC would have the duty to keep itself informed on research in this field and to convey the results of research to co-operating

centres in the Arab states through its publications, communications, workshops, seminars and symposiums.

7. LECTURES

NEW CONCEPTS IN DEVELOPMENT AND EDUCATION AND THEIR SIGNIFICANCE ON ADULT EDUCATION

Souad Khalil Ismail

The Arab world today is facing a series of decisive challenges, mainly the struggle against backwardness, fragmentation, social and cultural contradictions, ideological and sectarian differences, the exploitation of man and the disregard of his freedom and dignity; all this in addition to the struggle against the political and economic ambitions of imperialism. The Arabs, particularly their progressive vanguards, realize that confronting, engaging and overcoming these challenges cannot be achieved except through building Arab society on progressive principles that combine traditions with the demands of the age. Arab society should uphold spiritual values and human ideals and lead a democratic way of life, while at the same time acting on the basis of scientific programs, using the latest technological methods and equipment, and following the most advanced business management. The Arab world realizes that to create such a society requires speedy, comprehensive development in all fields of activity and across the whole length and breadth of the Arab nation within the framework of joint Arab efforts. Such a comprehensive and speedy development demands the mobilization of all Arab efforts, energies as well as all available material and human resources and their utilization to the best possible effect. This comprehensive and speedy development should be regarded as one integrated whole, and encouraging signs have begun to emerge in the fields of joint Arab action in this domain. [1]

1. RELATION BETWEEN DEVELOPMENT AND EDUCATION

The subject of overall development, or any development, leads to the subject of education. For development is not merely an accumulating material wealth or an increasing population. It is the movement of society by means of practical knowledge, constructive efficiency, sound trends, high values and creative intellectual qualifications for the purpose of elevating the society's standards of living, improving the quality of life and stepping up the effectiveness of its civilization. Knowledge, efficiency and the motive values that lead to these objectives cannot be attained except through education, which here means 'sound education', which takes into account the 'how' in education from the angle of development.

1/ An outstanding example in this respect was the decision of the Governors of the Arab Fund for Economic Development in their conference in Kuwait on April 15 and 16, 1975, calling for study of a widescale agricultural and livestock project in the Sudan, where vast prospects are available for meeting the needs of the Arab world in the matter of foodstuffs in the foreseeable future and for exporting surplus production. The Fund has also studied a project of a network of Arab land and sea communications, in addition to networks of telephone and wireless communications.

It is a big mistake to imagine that education as a whole, particularly formal education which we have inherited from the past, is in itself development or one of the instruments of development which in our present day life means economic and social development.

Formal education was first established to fill a 'vacuum' in one's life, to isolate the individual from his environment, to address his mind with words and speech and to cram it with abstract ideas, turning him finally into a haughty person standing aloof from the world of action and production. Such a kind of education cannot be recognized as an instrument of economic and social development in our age. On the contrary, it is an obstacle to development, and this should be borne in mind by the developing countries.

The experience of these countries which preceded the Arab nation in development shows that the advanced countries, in their transition from backwardness to progress, introduced fundamental changes in the philosophy, structure, content, methods and relations of education, turning it into an effective force for development. As a result, there arose new concepts in education as related to development, which we will deal with below.

Within this new framework of education, theoretical and applied, many research works have affirmed the organic, dialectical relationship between economic development, in its wider sense, and education. These researches have revealed that the decisive element in economic and social development is the cultural standard, is the human more than the material wealth or the financial resources. Further, the more education is closely connected with life and the requirements of development, the more it can really contribute to development. Expenditure on education is the best investment as far as profit is concerned.

When we closely examine the realities of the Arab world we will find that its main difficulty on the road to development is not the lack of natural resources or material wealth, but its pressing need for human qualifications committed to the masses and to development, and capable of exploiting their countries' vast natural resources. More than 70% of the human wealth of the Arab world over 15 years of age are illiterates. About half the children between 6 and 12 years are in the streets, without schools. More than two-thirds of the youth between 12 an 15 years have no place in the secondary schools. More than 80% of the youth between 16 and 18 have no secondary education of any kind. Those enrolled in universities and higher institutes do not exceed three or four per cent of the young people between 18 and 22 years. Of equal seriousness is the fact that most of those who receive education of any stage are of doubtful standard as to the use of what they have learned in promoting the way of life. In short, the problem of the Arab world is fundamentally one of education: both qualitatively and quantitatively.

However, the role of education in development should not divert our attention from the big effect which development exercises on education, by virtue of the dialectical relationship between them. Proper development is, in itself, education. Advanced production sites are fields of education. Ecenomic development feeds education with funds to expand and to advance. Every defect or shortage in economic development is reflected negatively on any positiv educational endeavour. For example, many Arab communities provide full opportunity for children to enroll in primary schools; and yet many of these children do not go to school or do not continue there, due to their parents' difficult social and economic circumstances.[1] Hence the necessity of balancing and integrating economic development with educational development. The two should go in parallel lines from the point of view of effort, and they should proceed one following the other in a continuous line in which each should be the cause and effect of the other.

2. NEW CONCEPTS AND TRENDS IN DEVELOPMENT AND EDUCATION

The experience of modern communities in growth and development, and the experiment of linking modern education closely with work and production, have produced a number of new concepts and trends expressing the vital, dialectical relationship between development and education, serving as pointers to the planners and executives in modern educational institutions. The main new concepts and trends are as follows:

2.1 In the field of development

2.1.1 The first concept and trend in this field is that development, regardless of its starting point, is a comprehensive operation that tackles the various social, economic and political aspects of life. Hence it is necessary in undertaking any development activity in any aspect of life to consider the relation between this activity, in action and in effect, and the activities in other aspects of life, together with the necessary comprehensive views on society and life.

In the middle of all this, education becomes a common factor that should be taken into account in any development operation, whether political, social or economic. Education being of this nature, it is necessary in launching any education undertaking to take into consideration its effect and interaction, positively and negatively, with the other aspects of life.

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[1] On page 3 of the Final Report of the Third Regional Conference of Arab Education Ministers and Planning Experts, held in Morocco from January 12 to 20, 1970, the conference said: 'One of the obstacles to the extension of primary education is the low economic and social standard of some citizens and their low income. For this reason the conference stresses the importance of economic and social development, with its outcome affecting the conditions of these citizens, so as to fulfill the compulsory character of primary education in the Arab countries.'

2.1.2. Closely connected with the above concept or trend is the fact that economic development cannot begin, continue or succeed without social development, nor without political (administrative) development. While some ideologies believe that economy and its patterns are the infrastructure of any social or political structure, the facts demonstrate -- as these ideologies admit implicitly and explicitly -- that the political regime, with its philosophy, trends and organization, constitutes the infrastructure of economy and its growth, at least in some stages. The same applies to the social structure with its organization, values and individual habits, which in its turn is also a cause as well as an effect of economic development. That is why social development proceeds along with economic development, as neither one can proceed without affecting and being affected by the other.

2.1.3 This leads us to the third concept or trend, namely that economic development is not longer the mere increase in production, national income or growth in productive capacity, but also, and perhaps above that, providing an opportunity for productive work for each citizen of labour age, serious endeavour for social justice, and enabling each citizen to participate effectively in directing and developing his society. Out of this comes the vital inter-active relationship between sufficiency and justice, between social participation and democracy, within the framework of a broad, deep view of development.

2.1.4 Economic and social development is not a casual or chance affair. It is a process of precise, calculated transformation, in which the factors of change are brought under control, mobilized and directed according to a watertight plan envisioning the future.

Since education is one of the main factors of change, by virtue of its role in forming the human beings who are themselves the instruments of change, the planning for any kind of development should take into consideration the needs of that development from education. This cannot be done merely by a quantitative estimate of those needs (like many old-fashioned plans that give only the number of employees to be engaged and the supply available) but also by determing the kind of education required and the supply available.

2.1.5 Development is essentially a process whose aim is man and whose instrument is man. Man, with his thoughts, convictions, health and qualifications is the backbone and the prime motive power of development. Even the other elements which are needed for development, such as capital, organization and administration, are the outcome of man. Capital is the outcome of savings, and savings are the result of more production with less consumption. All this is achieved by man's work and values. Organization and administration are also, in the final analysis, a human social operation.

Hence the basis of development in any community is the development of values, minds and qualifications as the groundwork of development in all sectors. Human forces committed to the interests of the community, conscious of the problems and objectives of their community, and qualified with knowledge and skill, these are the forces that drive these communities on the way to progress, and ignite their potentials and material and natural resources in this direction.

Researches[1] analyzing the nature and characteristics of development in the developing countries have revealed the great importance of the kind of individual and the kind of social institutions in development. The first, the individual, as to his cultural and health standard, his standpoints regarding life and work (such as his sense of responsibility, his capacity for initiative and creativity, his readiness for change, his cooperation and discipline, and his respect for manual work); and the second, the social institutions, as to their standard of efficiency, productivity, integrity and democracy. The effect of individuals and institutions is part of a vast and complicated group of effective and interlocking elements in the process of development, interlocking particularly in the causal relations, such as the elements that can be listed under national income, production, politics, etc.

2.1.6 Finally, one of the main concepts of development nowadays is that it is a process of developing the community's own ability to develop itself by itself. In such a case the community would not be a parasite on other communities, consuming more than producing, taking more than giving. The community would be one capable of producing, exploiting its resources, overcoming its difficulties, and interacting positively with other communities thus helping to produce a better civilisation.

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[1] See Gunnar Myrdal, 'Asian Drama: An Inquiry into the Poverty of Nations', Vol. III, Allen Lane, the Penguin Press, London, 1968. pp 1859-1878.

For a community to achieve this self-reliance, its individuals should reach a high standard of initiative and creativeness.

These new concepts and trends in the field of development have been recognized by international and Arab circles, as evidenced by the many charters issued in the past few years. The present issue before the developing countries, including the Arab nations, is how to utilize these new concepts and trends to drive them on to actual development. This gives rise to many questions, the chief of which here is how to develop education, in practice as well as in theory, especially in educating the juniors, to correspond with these concepts and trends and in turn become an effective force in the social and economic development?

2.2. In the field of education

2.2.1 Education is no longer dictated only by human or democratic considerations alone. It is also, and even more than that, dictated by economic development, the basis of any human democratic consideration. That is why one of the chief aims of education, especially in its systematic form, is to meet the needs of development in qualified employees. It has become necessary to reconsider its philosophy, its structure, its content and its management so that it may achieve this purpose.

From this viewpoint, the planning in education has become an integral part of the overall planning for ecnomic and social development.

2.2.2 Closely connected with the above concept and trend is the fact that education, while important in achieving development, is not the only factor in achieving that development. Many other forces have to join in and proceed with it, such as public and individual health, national and per capita income, the political regime and the prevailing social values and traditions. These elements need direct confrontation, in addition to education, to develop them.

This reaffirms the importance of comprehensive planning that makes education a part of a general movement of forces leading to development.

2.2.3 Education is now regarded more as an investment than as a service. This is on condition that education should be properly directed to fulfil its goals, and that it should have all the necessary material and human requirements so that the profit would be bigger than the expenditure.

This underlines the importance of the quality of education as a basic condition for education to be an effective force in economic and social development. Not every kind of education can be able to carry out an important role in development. Only education with a particular specification and method can do this.

2.2.4 Modern education is no longer just a school and a teaching system. It has come to embrace the whole community, including institutions, organizations and activities that provide every individual with the opportunity to develop one or more aspects of his personality. What is required now of these institutions is to specify and elevate their educational roles and direct them so that they may integrate with the role of the basic educational institution, namely the school.

As a result of this broad vision of education, from the horizontal dimension, new concepts and formulas of education have emerged to stand alongside the regular system. These new concepts and formulas are now taken into account in educational planning. The main new concepts and formulas are the parallel education and the non-school education.

2.2.5 Education in its regular form is not longer an isolated institution in society, limiting its activities within the confine of its walls. It has become an open institution, with access to the community, extending its activities to the environment around it. It places its potentials at the service of the people around and removes the traditional barriers that stood between it and work and production.

2.2.6 Education is no longer tied to a limited duration ending in graduating the student from a specific educational standard. It is a continuous process throughout life. The opportunity to receive education should be arranged inside and outside the school. This means unfastening the educational system from the point of view of time and place in order to achieve this purpose. One of the main concerns of those responsible for education, apart from their usual concerns, is now the question: What after the school? How can we provide for the individual the opportunities of continuous development in the developing situations in life after his graduation from school?

2.2.7 Education is no longer the right of the minors only. It is also the right and duty of the grown-ups so that they may become more capable of production and of assuming their ever changing possibilities in life.

2.2.8 Education is no longer a process of supplying the individual with a set amount of knowledge. It is a process of enabling the individual to teach himself by himself (self-education), and promoting his ability to obtain ever-growing, ever-developing knowledge in a continuous manner. Even more important is the process of changing the behaviour of the individual and developing his personality in such a way as to be equipped with the qualifications, skills, trends and values that would enable him to undertake his various responsibilities in a changing world, and production is one of the main responsibilities.

2.2.9 Education, having expanded in function, in scope, in time, in place, and in relations with continuous economic and social development, is no longer the responsibility of teachers and professors only. It has become the joint responsibility of teachers, and professors as well as those engaged in the sectors of production, public services and politics, apart from the parents and children themselves.

2.2.10 Education, because of the role it plays in the development, should have a share in the fruits of that development. This share should not be limited to financial funds, direct or indirect, to finance its projects. It should extend to the utilization of mechanical technology which development provides (such as radio, TV, and computers, apart from simple technology in audio-visual techniques) and mental technology (such as new methods in organization, administration and financing).

3. SIGNIFICANCE OF THESE CONCEPTS IN ADULT EDUCATION

Now the question arises: What is the significance of these new concepts we have cited in the fields of development and education as far as adult education is concerned? We will summarize the answer in five main general lines, leaving out the details to be dealt with in other researches of this eminar.

3.1 The time has come when we should consider adult education as an integral part of the process of overall development, to act on it and to be acted upon by it. Adult education is a fundamental feature of the economic infrastructure. It is also a foundation of social, political and cultural development, without which proper overall development cannot be achieved. At the same time, adult education is influenced quantitatively and qualitatively by the standard of development and the elements working on it in all fields. Social, economic and political impediments prevent many of adults, men and women alike, from making use of the opportunity of good education. This calls for confronting these impediments directly to remove them, as well as reinforcing and mobilizing the potentials, in accordance with a careful plan, to enable the grown-ups to get education.

3.2 At any rate, the process of adult education does not only seek to increase production but also aims at giving an integrated development to their personality by developing their values, trends, minds and skills at one and the same time. This would enable them to participate actively in the social, political and cultural activities of their community, in addition to increasing its production. Here we find that developing the sense of commitment, implanting a conscious social philosophy, and incarnating its values and principles in the behaviour of the individuals should proceed side by side with training in productive skills.

3.3 While adult education is viewed from the large scope of comprehensive development, it is also an integral part of the case of education and its development as a whole. The time has come for this type of education to get its share of attention and care, as it also feeds the regular education from beneath and along its sides, as it itself gets fed by that education. The concept of modern education regards the stages of formal education, particularly the early stages, as incomplete stages, as the beginning of scientific, vocational and social growth that continues throughout life.

3.4 In the light of the above three considerations, the final goal in teaching the grown-ups is to fulfil the complete human being, 'the end and the means of development.'

One of the main characteristics of the complete human being is his ability to develop himself by himself by means of educating himself by himself, practicing his initiative and inventiveness, and pressing on with his work and production for the progress of his community.

3.5 Adult education is the responsibility of the entire community. All social institutions should share the burden in harmony. The main institutions are those which are in contact with the masses as well as clubs, societies, youth centres, religious organizations, factories and other work sites and higher educational institutes. There are two points that should be underlined in this respect: The first is that pilot campaigns for the education of the grown-ups should be within the framework of economic and social development. The second is that experiments in higher education should adopt new, flexible formulas in their courses, to provide studies for those employed in production and services. The system should enable these employees to attend classes and to do their shifts.

DEVELOPMENT, HUMAN RESOURCES AND ADULT EDUCATION

Mohamed Ahmed El Ghannam

1. Three Truisms

1.1 It became self-evident that every development - comprehensive or sector-wise - is fundamentally the product of human effort and that the real wealth of a country lies in its ability to develop its human resources and its efficient investment of its people's energies. This does not mean that man, with his efficiency, is the sole factor in every development; but he is a decisive factor amid an interrelated and entangled group of factors that cannot be ignored. Among them: natural resources, the political system (with its stability, ideology and ruling methods), the standard of education and technology, social tradition and cultural heritage, the capital, world markets and international relations and situations - all of which are participated in by man - the joint divisor.

1.2 It is equally self-evident that development with all its dimensions, or some of them, conduces to more development of human effort and more investment of human resources and production factors connected to them. That is why we must say that man is the fruit of development just as he is its first seed; the object of development just as he is its means.

1.3 It is indubitable that economic development, even in its narrowest concepts, cannot exist without social development, and that both of them cannot flourish without developing human resources. Here crops out the importance of a comprehensive planning that aims at the integration of economic, social and educational development plans.

Conceding the three truisms we have presented, many countries, especially the developing ones, are still far from applying them. In that domain, they might need, in the first place, a sound strategy to develop their human resources - a strategy that could consider their actual circumstances and their future probabilities and that could be concordant with their national objectives and the speed rates they expect in the economic and social development.

2. Development Decade

We all know that the last decade was the first one for development, as was propagated and called for by the United Nations at the beginning of the sixties. And although the international organization gave the word 'development', then, the wide definition of 'growth plus social cultural and economic change', it concentrated on economic development, which was later on polarized on just the growth in the gross national product, at an annual rate of 5%, which the developing countries are trying to realize. The actual experiment in that domain indicates that many developing countries succeeded in realizing that objective and even outdid it in developing their national product. Such a success in itself nevertheless, did not mean the success of these countries in self-development, i.e. growth plus social, cultural and economic change. On the contrary, a lot of what they had realized in their products was lost, owing to the effect of unwanted trends that were not considered. To mention the most important ones:

- The relatively high rate of the annual growth of population (3%) which made the growth of the income rate per capita much less than the rate of the gross product growth; it also made the rate of growth of per capita share of food product but marginal, to the extent of starvation (2% - 4%).
- The increase of the difference in income coinciding with the unfairness in their distribution.

- The rise of unemployment, especially among the youth, at a time when shortage in technical skills come into sight.
- The migration of inhabitants from the country into the city, and the latters inability to assimilate them.
- The increase of foreign debts and the deficit in the balance of payment.

All that was but a lesson the United Nations benefited from, as well as the developing countries, in setting the program of the second decade for development, which meant much more than merely realizing a growth in the gross national product (6% annually); it covered objectives and trends, pertaining to social justice, providing the masses of people with a better life, expanding working opportunities and having more concern about education and training.

3. The State of Development in Arab Countries

Moving to the development cause in our Arab world, we shall come across serious efforts in the Arab countries as a whole, despite the difference in the starting points, speed rates, comprehension degrees and work philosophies and methods, according to the circumstances in each country and the nature of development varies in and around the Arab world. In the light of the available development indicators and its manifestations, it could be said that not one part of life in any Arab Country is left without an amount of growth and change - be it little or much - within the past decade or two, owing to the effort exerted for the sake of development. This was manifested in the form of plans, programs and projects.

In the domain of economic development in particular, most of the Arab countries proved their ability (table no. 1) to exeed the target of the first decade for development.

They have also taken noticeable strides in the domains of education and training (see tables 2, 3, 4). Yet, with all the achievement the Arab Countries realized towards development one main truth keeps standing, i.e. the big difference between the well-known and probable huge natural resources of these countries, as a whole, and the shortcoming of their peoples in investing them productively. This truth brings us face to face with the natural resources cause and the strategies of their development in the Arab Countries.

4. Human Resources in Arab Countries

Before reviewing the characteristics and problems of human resources in the Arab Countries, we ought to abide by specific concept of this expression, after it has been misinterpreted by many schools. One of the United Nations publications, closely connected to the subject, gave it an appropriate definition.

> 'The population of working age assessed against the whole range of qualifications needed for the functioning of the productive system and for the achievement of the kind of social order implied by current conceptions of human rights.'

If we adopt this definition of the human resources, we shall find that the Arab Countries' share, as a whole, of these resources - according to the estimates of 1975 - amounts to 74,7 million persons (of the total population estimated to be 144,5 million inhabitants). The volume of these resources is expected to go up to 87,5 million persons (of a total population amounting to 170,6 million inhabitants) in 1980, then to 103,8 million persons (of a total population amounting to 201,5 million inhabitants) in 1985.

Thus it appears, from the beginning, that the population of working age in all the Arab Countries, (15-64 years) hardly exceeds, but a little, 50% of the total population. This is to an extent a low ratio compared to what is current in the developing countries as a whole (56% as read the estimates of 1965) and a very low ratio compared to what we find in all the developed countries (63% according to 1965 estimates).[1] This low ratio in the volume of the population of working age, compared to the total as a whole, has its negative impacts on development in two ways:

- the shortage of probable producers, and
- the increase of the number of consumers as a result of a high ratio of children in return (45% and more to the total number of population).

The next feature - or problem - of human resources in the Arab Countries is that the activity or working rate hardly reaches 30% in most of these countries, whereas the average rate of such an activity in the developing countries, as a whole, goes up to 42% and in the developed countries is as high as 45% (according to 1970 estimate).

One of the most important causes of the poor activity rate in the Arab Countries is the secondary role played by the Arab woman in 'production'. The rate of activity among women in the Arab Countries is estimated not to exceed 10%. As a result of such a low ratio in the activity rate in the Arab Countries, dependency burden goes up (i.e. the number of consumers per one hundred producers) in most Arab Countries to between 333, as is the case in Egypt, and 445 in Algeria, (according to 1960/70 estimates); whereas the estimate at the same time was 222,5/223 in the total developed countries and 236/246 in the total developing ones. In spite of the expectation of a big increase in the number of economically active population in the Arab Countries within the present decade 1970/80, forecasts indicate that dependency burden will continue to increase (at the ratio of 4%).

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[1] This ratio varies from one Arab Country to the other; it goes as down in Jordan and Syria as 46% & 47%, respectively, whereas in Kuwait and Katar it goes up to 55% & 60% respectively.

If we look at the working energy according to the economic active sectors we shall find that the majority works in the agricultural sector in most of the Arab Countries. The ratio in that field goes up to 80% in the Sudan, Oman and the Yemeni Arab republic, and to more than 50% in Algeria, Egypt, Iraq and Syria (see table no. VII). This sector is known to comprise the biggest problems concerning human resources, such as masked unemployment, partial unemployment, high illiteracy, low productivity and low wages.- All those problems have their negative impact on development, at a time when the need of the Arab Countries for agricultural and animal product that suffices to feed their peoples becomes highly intense.

Whereas the percentage of labour force used in agriculture tends to go down gradually in Arab Countries, as well as the rest of the developing countries, it goes up considerably in industry. Yet, the transfer of man-power from the agricultural to the industrial sector takes place but very slowly. In the African-Arab countries, for instance, the percentage of the agricultural working force dropped only by 6% within thirty years; it changed from 76% to 69,6%. During the same period, the ratio of industrial manpower went up from 8,3% to 10,3% (whereas the remaining ratio of the agricultural sector followed the third sector which represents 20% instead of 15,6% previously). Besides migration from the country to the city takes place at random and without planning, preparation or guidance, thus adding a difficult problem to those of human resources in the city, to affect production and services negatively.

Jobs and occupations, on the other hand, are distributed in the Arab Countries between the traditional and the modern sectors. The former, dominating over the productive frame, has a semi-rigid assimilative capacity for employment, low standards of skill and a limited productive ability. The latter, a relatively small area, represents modern life in production and services. Working in the modern sectors requires standards of skill prepared for by formal education. Jobs in that sector - according to some sources - amounted, in 1960, to 25% of the total occupations in the Arab Countries in general, and in the Arab Countries lying in North Africa in particular. This ratio is expected to rise to 32% in 1980. In fact, one of the problems facing the Arab Countries, nowadays, is: how can they develop their modern sectors at full speed, at the expense of the traditional ones; or how can they develop these latter and change them into modern ones. In both cases there is but one solution, i.e. a new strategy for the development of human resources.

The modern sector - despite its small size in the pictures - suffers at present from persistent problems in its human resources in most Arab Countries. Among these problems are:

- disequilibrium, or harmony between the available supply and demand in skills, quantity- and qualitywise,
- shortage in scientific employees and technicians,
- domination of clerical and bureaucratic jobs,
- inappropriate distribution of occupations between production sections, on the one hand and services on the other,
- misuse of man-power, incarnated in the surplus of workers in some occupations and subsidiary sectors and in the poor standard of productivity.

During the past years the employment effusion movement increased from Arab Countries that are relatively rich in their human resources, to those that are materially rich, without a formulated common policy or precise planning. In the Arab Moroccan countries (Tunisia, Algeria and Morocco) employment effusion movement is trans-Mediterranean directed to some European countries, especially France. At the same time, many Arab Countries (Jordan, Tunisia, Algeria, Syria, Iraq, Lebanon, Egypt and Morocco) suffer from brain drain and the emigration of highly skilled labour to the developed countries abroad. These are problems that need non-hasty researches, a scientific handling and joint efforts to solve them.

The most dangerous defect left in the occupational structure in the Arab Countries is the cultural status, the standard of education and skill. One cannot but feel fully-concerned to see those detailed data on that subject in some Arab Countries in the lead among the zone countries, in respect of their experience, efforts and achievements in the fields of education. Shortly after 1960, the ratio of illiterates or semi-illiterates, compared to the total man-power, was approx. 70% in Syria, 89% in Egypt and 91% in Iraq. The ratio of workers holding primary or secondary school certificates was 11,6% in Syria, 6,2% in Egypt and about 7% in Iraq. Whereas the ratio of the workers who followed higher lessons was 6,2% in Egypt and less than 2% in Iraq and 8% in Syria. Although some improvements took place by the end of the sixties, owing to the rise of the number of graduates at all educational levels, the status is still bad regarding the masses of workers.

In fact, the climax of shortcomings or poor human resources in the total Arab Countries is illiteracy the majority of their people suffer from. It is indeed regrettable, that the efforts exterted by the Arab Countries, as a whole, to eradicate illiteracy in the past decade were so modest that they only resulted in the slight drop in the ratio of illiteracy, from 81% to 73% of the total adults. Should these efforts continue at the same rate in the coming years, a political change is not likely to alter the picture - illustrated in table no. VIII. In that case, we cannot be optimistic about the future of economic and social development or hope, shortly, for a takeoff stage that would set the Arab Nation on the track of progress.

5. The Strategy of Developing Human Resources in the Arab Countries

A formal look at the development of human resources shows us a large operation or activity, comprising interrelated elements - or subsidiary systems - the most important of which are:

- Education, both formal and non-formal, for children and adults with its different levels and types,
- Training during service,
- Self-education,
- Health and nutrition,
- the System of incentives in production and work,
- Demographic policy and family planning,
- Occupational growth by work and at work,
- Mass participation in management, public affairs and ruling.

To mobilize such elements and direct them harmoniously, according to a comprehensive policy or strategy, it is expected to increase the efficiency of the masses of people, so as to enable them to push forward the wheel of production and development and build the society in accordance with the objectives, the density and the anticipated speed rates.

The stability of the actual operation of the development of human resources in the total of Arab Countries during the past fifteen years, indicates that there has not been a policy or strategy for this development, although most of their elements, each seperately, had their policies and strategies. Seemingly, priority in the total Arab Countries was given to the first element - namely education. Within that education there were priorities; either to give priority to formal versus non-formal education; or children versus adult-education; primary v. secondary education; secondary v. higher education; academic v. technical and occupational; literary v. scientific; quantitative v. qualitative; education that answers people's demands v. that which serves the development and employment needs; education that precedes, and is detached from work v. that which alternates and interweaves with work; last but not least, traditional v. renovated education. Even when some voices were raised calling for education for development, and educational plans began to answer the call, human resources development was thought to be educating the elite and preparing them to occupy leading positions in the job and occupation structure. The majority of the nation of working age and the masses of workers and peasants were left almost without education. In addition, when the call for occupational and technical education, instead of the academic one became stranger, and likewise scientific and technological education instead of literary education, again it was thought to be the expansion in some of the types of formal education or its branches at the expense of the other. It did not extend to outside-school training, trying thus to make it a part of the formal education and to develop the know-how and occupational skills of the working people force, especially in the traditional production sectors.

Such logic in priorities and thinking, undoubtedly conduced to the development of Arab human resources throughout the past years, as indicate the demographic statistics, employment and education. But the road is still very long - as indicate the same statistics - before the total Arab Countries in order to achieve or complete the development of their human resources, especially that such resources grow numerically at rates that exceed 3% annually. This is at a time when the volume of know-how and skills necessary for these resources, grows at a faster rate. The long road to development weakens the development achievement and causes development to lose a large part of its return.

6. The Need for a New Strategy to Develop Human Resources in the Arab Countries

The success of the Arab Countries in covering the distance of backwardness in which they have lived for long centuries and their upsurge upon the road of progress in the shortest possible time, is not possible unless they realize the development of their human resources in a shorter period. This means following a logic and a strategy that consider, largely, the wide base of human resources, just as they consider the factor of minimizing the time. Such logic and strategy differ from what those countries have been used to for so long, and what the developed countries had followed long ago.

The developed countries achieved their progress by means of 'A stage is a stage' and followed the same policy in educating their people and, consequently, in developing their human resources: starting with primary education they made it compulsory for all, then extended compulsion to the secondary education, or a big part of it. Once they set a solid base of compulsory education, they moved into further, higher and adult education and expanded them all, enjoying, thus, educated communities. At the same time - if not before it - those countries succeeded in setting up a solid advanced economic base with which education harmonized with its duration and output, just as it was in harmony with education. Therefore, the relation between both of them was a symbiotic and integrated one: education represents a gestation period to invest human capital, and economy complements, by work and production, this investment and repays education some of its return. This is how the developed countries lived their progress.

Instead of looking for another way convenient to their circumstances and aspirations, the developing countries - the Arab Countries among them - were dazzled by the road taken by the developed countries and so followed it, thinking - amiss - that they could catch up with progress.

What would be then the suitable way or new strategy to develop Arab human resources?

The answer is rather long, despite the short road.

I shall confine myself to five landmarks or main elements, closely related to adult education:

- to give priority - if not the priority - to adult education, adult illiterates in particular,
- to develop the traditional working fields, reinforce and renovate their educational function,
- to break the traditional barriers between education, training and work, and follow the principle of alternation between education and work,
- the large and effective participation of people in education, public affairs, management and ruling,
- the intensification of joint Arab efforts to the interest of adult education and the development of Arab human resources.

TABLE I

GNP (market price), average per capita (1970) and their rate of growth 1960-70 in the Arab Countries.

The Country	National Product in million dollars 1970	Annual rate of growth GNP 1960/70	Average GNP per Capita in dollars 1970	Rate of per capita growth of products 1960/70
Union of Arab Emirates (1)	530	27,8	2390	18,5
Jordan (1)	570	6,4	250	2,9
Bahrein	120	6,3	550	2,8
Tunisia	1270	3,5	250	0,5
Algeria	4270	4,8(2)	300	1,7(2)
Saoudi Arabia	3220	9,7	440	8
Sudan	1850	3,9	120	1
Syria	1750	6,3	290	3,4
Iraq	3090	6	320	3,5
Oman (1)	210	19,1	350	17,1
Katar (1)	200	9,6	1730	0,5
Kuwait (1)	2850	6,2	3760	3,5
Lebanon	1610	3	590	0,5
Libya	3420	24,1	1770	20,4
Egypt	6870	4,2	210	1,7
Morocco	3600	3,9	230	1
Yemen (Arab Rep.)	290	4,2	80	2
Yemen (People's D.R.)	140	2,7-	120	5-
Gross Total	35860		438	

Source: IBRD, World Bank Atlas, 1972.

(1) Average GNP per capita and the approx. rate of its growth

(2) Rate of growth between 1963 - 1970

T A B L E I I

Quantitative Development of Education (all levels) in the Arab States compared to the world situation, 1960, 1965, 1970

Region or Group of Countries	1960		1965		1970	
	No. of enrolled (in thousand)	% to Population	No. of enrolled (in thousand)	% to Population	No. of enrolled (in thousand)	% to Population
Arab States	8568	9,2	12742	12	16286	13,2
Developing'	139282	6,9	192654	8,5	249398	9,8
Advanced'	184305	19,2	218478	21,3	233083	21,6
Total of the countries of the world	323587	10,8	411132	12,5	482481	13,3

T A B L E I I I

Distribution of school enrollments by level in the Arab States compared to the world situation

Total countries or The Zone	Educational Standard	Percentage		
		1960	1965	1970
The Arab Countries	Primary	83,3	79,9	75,5
	Secondary	14,7	17,8	21,8
	Higher	1,9	2,3	2,7
	Total	100	100	100
Total developing countries	Primary	85,4	83,0	80,8
	Secondary	13,4	15,2	17,0
	Higher	1,5	1,9	2,2
	Total	100	100	100
Developed countries	Primary	67,6	64,0	60,8
	Secondary	27,5	29,5	30,4
	Higher	4,9	6,5	8,8
	Total	100	100	100
Total World countries	Primary	75,3	72,8	71,1
	Secondary	21,3	22,8	23,5
	Higher	3,4	4,4	5,4
	Total	100	100	100

Source: UNESCO Statistical Yearbook, 1972

TABLE IV

Enrollment ratio at various stages of education in the Arab countries compared with the world situations in 1960, 1965, 1970

Educational Standard	Group of Countries	1960	1965	1970
Primary Education (1)	Arab countries	47,9	59	60,8
	Developing countries	38	44,6	51,5
	Advanced " "	113	121,2	121,2
	World	57,5	63,2	67,5
Secondary Education (2)	Arab countries	10,6	16,7	22,1
	Developing countries	7,2	10	12,5
	Advanced " "	54,5	59,9	62,1
	World	19,9	23,4	25
Higher Education (3)	Arab countries	2	3	3,9
	Developing countries	1,2	1,9	2,5
	Advanced countries	11,9	20,2	23,6
	World	4,4	6,8	8,5

(1) Ratios are based on the age of children in correspondence to primary education 6 - 11

(2) Ratios are based on the age of youth in correspondence to secondary education 12 - 17

(3) Ratios are based on the age of youth in correspondence to higher education 20 - 24

TABLE V

Estimates of the Number of Adult Illiterates and Literates (15 years onward) in the Arab countries 1960 and 1970

	1960				1970			
	Lit.	%	Illit.	%	Lit.	%	Illit.	%
TOTAL	9900	18,9	42800	81,1	18400	27	49900	73
Male	7500	28,4	19000	71,6	13600	39,5	20800	60,5
Female	2400	9,3	23800	90,7	4800	14,3	29100	85,5

TABLE VI

Percentage Population age-structure in the Arab States

Country	Year	0-14 years	15-64 years	65 years and over	
Algeria	1970	48	49	3	
Egypt	1970	43	54	3	
Lybia	1971	45	52	3	
Morocco	1971	46	49	5	49
Sudan	1971	48	50	2	
Tunisia	1971	44	53	3	
Iraq	1970	47	49	4	49
Jordan	1972	51	46	3	
Kuwait	1970	43	55	2	
Lebanon	1970	43	52	5	
Syria	1970	49	47	4	
Bahrain	1971	47	50	3	
Quatar	1970	38	60	2	
South Yemen	1973	48	48	4	
United Arab Emirates	1968	28	70	2	

TABLE VII

Percentage distribution of the active population by sector

Country	Year	Sector of activity		
		Primary	Secondary	Tertiary
Algeria	1970	56	16	28
Egypt	1966	53	16	31
Libya	1964	37	19	44
Morocco	1971	50	15	35
Sudan	1956	87	6	7
Tunisia	1966	41	19	40
Iraq	1969	57	9	34
Jordan	1972	18	18	64
Kuwait	1970	2	33	65
Lebanon	1970	19	25	56
Syria	1972	54	18	28
Bahrain	1971	7	34	59
North Yemen	1972	85	15	
Oman	1971	83	4	13
Quatar	1970	4	32	64
Soudi Arabia	1970	40	20	40
South Yemen	1973	45	12	43
United Arab Emirates	1968	18	34	48

TABLE VIII

Projected Number of Percentage of Adult Illiterates in all the Arab Countries up to 1990 (based on related trends in the 1960's)

- in million -

	1960	1970	1980	1990
No. of Illiterates	43	50	58	67,7
Population	52	67,9	92,6	131,1
Illiteracy, Percentage	81,7%	73%	62,6%	51,5%

THE UNIVERSITIES AND THE CHALLENGE OF ADULT EDUCATION IN THE ARAB WORLD: SOME THOUGHTS FOR A STRATEGY

AbdelWahid Abdalla Yousif

1. Why Adult Education NOW?

The Arab countries (both rich and poor) are undergoing rapid social and economic changes which vary in tempo from one country to the other. The centre of these changes is man; he is the instigator and the beneficiary; yet the greater majority of men and women in the Arab World are excluded from influencing change by the sheer fact that they are unable to communicate effectively. One would like to see some deliberate effort made to liberate these men and women so that they can interact with the world around them in a meaningful way.

There is also a need for some measures to develop the technological, scientific and organizational skills of the individual in the Arab World to fit him into the technological revolution.

At the other erd of the scale the Arab society as a whole must ensure that the socio-economic changes occur at a suitable pace and without 'disruptive conflicts'. To avoid that conflict we have to ensure a reasonable degree of consciousness in our society to protect it against cultural invasion which may ultimately lead to cultural dependence. By cultural dependence I mean "a conditioning situation which conditions the ideological development of society due both to external and internal domination. As such: (a) it helps to maintain a social reality which rationalizes the patterns of domination of society and

(b) in this way it helps legalize domination and exploitation."[1]

There is, therefore, a need for a nationally conceived integrated plan of adult education that would give adults the opportunity to become at their own initiative conscious participants in the process of development.

Having said that I must state here my great admiration for the great amount of thinking and funding that quite a number of the Arab countries have willingly given to adult education at the basic level, including community development. Many successes have been scored, thanks to the dedicated men and women who have been 'delivering the goods' under some very difficult circumstances.

2. University Adult Education: A Legitimate Child of the Arab-Islamic Civilization

There is a popular belief among adult educators that university adult education (otherwise known as 'University Extension', 'Extra-Mural Studies' or 'Continuing Education') originated in England in 1872 at Cambridge University, and that it came to Africa as late as 1946 when Thomas Hodgkin persuaded the Oxford University Delegacy to start extramural classes in Ghana and in Nigeria. I have, for some time, shared this belief but now I realize I was wrong. University adult education was a common practice in the Qarawiyyin mosque 'school' at Fez in Morocco and the Zaituna mosque 'school' at

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[1] Jorge Gilbert and Vassilis Haralambidis, "Economic and Cultural Dependence in Latin America", 1975 unpublished Ph.D. Thesis, O.I.S.E., Toronto, Canada

Tunis in Tunisia as early as 880 A.D. The two 'schools' were opened to the adult community in a very systematic manner. Though specialized in Arabic Islamic studies, the interaction between students and teachers at both 'schools' related to almost every topic that was of interest to man and his environment. About a century later (972 A.D.) one of the most important institutions of learning in the history of the Arab Islamic civilization was established. This was Al-Azhar which has for centuries opened its doors to the public in the most fascinating fashion in liberal education: no entry requirement, no fees to be paid, no age limitations and no rigid curriculum. About a century later (1081 A.D.) An-Nizamiya School in Baghdad followed.

Even today Al-Azhar has one of the most extensive extension programs to be found anywhere around the globe. Here are some of the activities it conducts:

- The preaching and guiding division (Alwaz Wal-Irshad) has, for many years now, been sending out lecturers and preachers throughout Egypt to enlighten people both in urban and rural areas about religion, strengthen their spiritual faiths and to talk to them about the bringing up of their children in accordance with the Muslim faith. In recent years some special programs for women have been carried out. There are more than 400 preachers and lecturers involved in this program on a full-time basis.

- 'Non-formal' classes are held throughout the year for adults who wish to further their religious knowledge. Such classes are held in Al-Azhar itself or in the neighbouring mosques or in Islamic institutes sponsored by Al-Azhar.

- There is a continous program of missions (Bu'uth) that go out annually to almost every corner of the Muslim world. The missions, which normally stay for about a month, are led by distinguished men. During their stay they give public lectures, teaching sessions, and they also offer general information and advice on Islam.

- Al-Azhar publishes a journal (started 1930) which carries articles on Islam and on subjects related to the life of the Muslim individual. Such articles range from Islamic law to natural science. The journal appears in Arabic with special articles in English for the benefit of English-speaking Muslims.

- Other extension services include:
  - o. the work of the Inspection Division which deals with scrutinizing texts of the Koran as well as general Islamic and Arab texts;
  - o. the work of the FATWA Committee which is an advirosy body giving the interpretations of a legal nature and issuing decisions about matters of interest to the Muslim world.

Thus one can clearly see that Al-Azhar which is a breed of the Arab-Islamic civilization has one of the eldest and most coherent extension programs by ANY standard.

It is important that I should mention this here in Egypt where Al-Azhar is seated as a tribute to this great institution. It is also important to remind ourselves that when we talk about university extension in the Arab world we are neither importing a new concept into the region nor are we committing a heresy.

Al-Azhar can certainly be taken as an excellent example of the way a university should respond to the needs of its community. It is no secret that the majority of our universities in the Arab world have not taken sufficient interest in adult education. The reason could be an accident of history, a lack of concern or sheer ignorance. Those universities which have shown some interest in adult education are working under numerous constraints:

- Unwillingness of administrators and policy-makers within the university hierarchy to vote the necessary funds;

- Reluctance among faculty members to accept teaching responsibility.

As a direct result of this negative attitude some adult education divisions in the Arab universities have been on the defensive, if not fighting for their lives.

The adult education divisions should accept part of the blame because in some cases they failed to come up with a well-conceived and well-defined program, in others they failed to attract the type of faculty that would win them the respect of other colleagues in the so-called internal departments. While this kind of criticism may have some foundation, the objection to the concept of university involvement in the community strikes me as being deeper than that. It relates to people's concepts of a university. There are those who will still believe that the university is too superior to be asked to come down to the level of anybody, that the university's function is the teaching of undergraduates and graduates and the promotion of knowledge. They do not stop for a moment to ask themselves: What type of graduate does the society need? What sort of knowledge are we promoting and for what purpose?

Whenever I come across this category of 'academics' I am reminded of the words of the Indian philosopher, the late K.G. Sayidin, about the Indian universities: "The universities in general have not exercised their minds on the issues which are important from the social point of view. There is generally an attitude of indifference and self-centredness both among students and teachers towards social responsibilities and needs of the community they serve, and if this persists, universities will fail to play any useful or creative role in national life. The majority of the universities are serenely indifferent to the state of things around them and do not even realize that it is a part of their social obligation to identify and seek remedies to the diseased spots in society.

Ignorance and illiteracy have thrived within the walls of the universities and the colleges and not much effort has been made by any university or college to eradicate illiteracy even from its campus.

In the world of today, dominated by the mass media which tend to produce uniformity, universities should encourage individuality, variety and dissent within a climate of tolerance. It should give society not what it wants but what it needs, with proper evaluation and encouragement of traditional values."[1/]

3. Some Patterns and Concepts of University Adult Education

There is an increasing awareness in the so-called Third World of the important role the university can play in providing the much needed intellectual leadership in the community through a diversity of methods and programs specifically designed to meet the needs of the adults in the community. The basic idea is to disseminate university knowledge and university experience in the realms of teaching and research with the view to creating an informed two-way channel of communication between the university and the community for the mutual benefit of both. They both learn from the interaction and they both become wiser! Aims and objectives differ from one univer-

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[1/] Quoted by J.R. Kidd in "The Burden of Social Responsibility and the Burden of Conscious of Society", read to the conference of Indian universities in 1968.

sity to the other and so does the approach and the level of provision. Ahmadu Bello University in North-Central Nigeria, for example, organizes seminars and short courses for university graduates but at the same time it participates in a functional literacy television program. The University of Zambia offers courses in the elementaries of Zambian Languages and at the same time it allocates 21% of its annual intake to native adults who wish to study for a degree by correspondence.

A rough picture of the pattern of a university adult education programme may look like this:

- offering part-time university internal teaching programs to 'qualified' adults who, for some reason are unable to attend university full time;
- offering non-credit, part-time courses in a variety of subjects designed to meet the educational needs of the individual;
- offering short-term (residential or non-residential) programs for selected groups using the seminar and the workshop;
- offering educational and cultural radio and TV programs directed to the general public or to specific groups;
- offering advisory service and consultancy to any section of the community which might wish to benefit from such services;
- offering correspondence degree and non-degree programs;
- sponsoring research into the field of adult education and related fields such as communication, psychology and sociology;
- publishing simplified literature that reflects university thinking.

There are some of the patterns based on some of the universal concepts.

There are, however, some newer concepts that are gaining popularity. The most celebrated one is the 'Open University' concept which underlines the principle of learning where people live and work with the minimum constraints associated with conventional university education. This concept, which originated in Britain, has been introduced in Japan, Germany, Poland and Mauritius. The basic approach is to alternate individual study with intensive but concentrated forms of group experience and interaction under some guidance of teachers, librarians and councellors.

The University of Saskatchewan in Western Canada operates a medical information program which doctors can consult. A doctor can simply dial a certain number and receive on his tape information on the possible answers to his questions; he also receives a list of medical consultants to whom he can turn for further information.[1]

Another interesting concept is that adopted by China and some of the East European countries, especially Yugoslavia where preference is given to mature adults who have experience in production on farms, industry or any other facet of public service.

The range is really wide. It is not suggested that the universities in the Arab world must be 'all things to all men'. It is obvious that they have to be selective. But being selective should not be used as an excuse for following an elitist path. The university must carefully decide what it can do best. Its decisions should not be affected by the argument that there is an educational level below which the university must not operate. That is an invalid argument simply because if we take literacy education as the 'lowest' level of education the university can still participate effectively: it can participate in the planning of the literacy campaign which must take into consideration socio-economic factors, psychological and ecological factors. The university can train teachers for the literacy campaign; it can carry out research in the most effective ways of helping an adult to be functionally literate; it can produce and test primers that are used in the literacy campaign; the staff and students can teach adults; and it can evaluate the campaign at the end.

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[1] See: J.R. Kidd: "University Role in Meeting Community Needs," unpublished paper, 1973

4. What are the Prerequisites for a Viable University Adult Education Program?

For a university adult education program to succeed the following state of affairs should prevail:

- a favourable climate of opinion in the university, especially among the policy-makers;
- a defined policy committing the university to the principle of making available to the community all university resources (human and material). The University of Zambia makes it a contractual obligation on all academic staff to participate in its adult education program;
- a flexible admission policy that would enable adults who are intellectually capable to come to the university. Mature Age Entry Schemes are administered in many universities. The Open University in Britain imposes no entry examination but a student must pass the 'end-of-year' examination before he can register for the subsequent course;

- closely related to this is the need for a flexible degree structure that would enable both youth and adults to study at their own pace;
- readiness within the university to use a combination of methods and techniques in teaching, especially the use of the media of communication.

5. What are the Priorities?

The universities should be guided by the national framework of priorities. I would, however, be inclined to believe that the Arab world shares the following priorities:

- Eradication of illiteracy,
- Training and re-training of teachers,
- Acceleration of women education,
- Developing the rural areas,
- Creating an indigenous core of intellectuals who can help develop the national culture that reflects the values and the aspirations of society.

In all these areas the universities have a significant role to play.

Since I have already talked about literacy, it might be useful to spell out my thoughts on two other areas which do not seem so obvious to many; these are the training of teachers and developing the rural areas.

I have included the training and retraining of teachers in the priority list because, apart from the obvious need for more trained teachers to man the schools - a task the universities must help accomplish - there is need for a new breed of teachers who can meet the challenge of the new role that the school is expected to play in the process of socio-economic change in the community. Harold Houghton summarizes this role when he says: "...nothing which is of interest or value to the community should be regarded alien to the school's function."[1]

The implication here is that whatever general education the school may be offering that education must be based on a study of the local community, its needs and its potential. This is an area of exciting research for the universities. The result will hopefully be a new curriculum that would readily respond to the cummunity's needs.

Developing the rural areas is a wide issue and a very complex one. I am using the term in its broad sense which has as its paramount goals, along with increased production and income, "the equitable distribution of income, increased employment, land reform, better health, nutrition and housing for all, the strengthening of local means of community self-gouvernment and co-operation, the eradication of poverty and the promotion of social justice."[2]

The success of a rural development program of such a scale requires an in-put from the university. It would in fact be unfortunate if the universities just sat and watched gouvernment agencies struggle over the numerous problems involved in rural development.

The universities can, in addition to the preparation of the professional personnel who will provide the required skills in the rural development program, find a way of integrating their adult education program with other programs of development in the rural community. One way of doing that is through establishing a network of rural centres throughout the country. The idea would be to establish points of contact between the university (staff and students) and the rural community. The rural centres will offer courses, seminars, conferences, councelling, library services, drama, etc. They will also serve as training, research and demonstration centres for the university and will help to develop fruitful interrelationships among the various disciplines. It is likely that such centres as they develop could also provide opportunities for investigations undertaken by research students, for in-service training of staff of various gouvernment agencies and for demonstration to farmers, school teachers and various community leaders of types of programs that could be adapted to local needs. One obvious advantage of setting up such centres will be the development of a body of information about the problems and programs of rural development. The setting up of these centres should be a joint responsibility between the university and gouvernment departments most concerned, such as Education, Agriculture, Health etc.

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[1] Community Schools in Developing Countries, UNESCO Institute for Education, Hamburg, 1969, p.9

[2] Coombs, P.H., New Paths to Learning for Rural Children and Youth, p.22

6. Some Urgent Tasks

The universities can, within the framework of the priorities outlined above, assist in some of the urgent tasks. These include:

- organizing a national debate on adult education in an effort to give it legality, a viable structure, and the status and priority that would make it an attractive profession to which some of the able men and women should aspire;

- carrying out crash training programs for adult education personnel: the planners, the administrators, the organizers, the teachers, the script writers and the technicians;
- encouraging research into the various aspects of adult education: its history, its methods, its relationship to the problems of the development, and its link with the formal system of education;
- organizing special educational programs for women, farmers and workers.

7. Co-ordination and Co-operation

The universities in the Arab world should actively seek the support and co-operation of all agencies in the field of adult education be they gouvernmental or non-gouvernmental. They should seek to co-ordinate the efforts of these agencies without attempting to dominate them or stifle their initiative. Co-ordination should not mean uniformity; it should mean harmonizing. Popular organizations such as the workers' unions, the co-operatives, the farmers' unions, the students' unions and the learned societies have contributed a great deal to the education of the masses and to the raising of their level of consciousness in nearly all the Arab countries. The universities should capitalize on this kind of experience.

One cannot talk about co-ordination and co-operation on the national level without thinking of the regional level. We are really fortunate in the Arab world to have two organizations - ARLO and ASFEC - totally devoted to the cause of adult education, under the leadership of able and dedicated men. Not many regions in the world are in such a fortunate position. I strongly believe that the time has come for these two organizations to be strengthened and expanded to assume a wider role compatible with the new and broad concept of adult education. In addition to these two organizations there is the Association of Arab Universities which can play a useful role in bringing to the notice of all universities in the Arab world the importance of their participation in adult education.

8. Conclusion and Recommendations

Adult education should no longer be considered a mere remedial service for the unschooled or the partially schooled adults and adolescents. It is much more than that; it is a means by which the individual, irrespective of his or her educational level, can fulfil himself or herself through a process of conscious interaction with the changing environment around him. In this context adult education is a legitimate and indeed very desirable activity for the universities.

Finally, I wish to close by putting forward the following recommendations:

8.1 It is recommended that every university in the Arab world should establish a division (unit, faculty, school, institute or department) of adult education as an integral part of the university, with a professor as its full-time head. Such a division should be accorded the academic status and the necessary material support which all academic sections of the university enjoy.

8.2 It is recommended that the universities in the Arab world work in close co-operation with agencies of adult education in their respective countries.

8.3 It is recommended that the Association of Arab Universities sets up a specialized committee on university adult education to help promote and co-ordinate the activities of adult education at university level.

MASS MEDIA IN ADULT EDUCATION

A.F. El-Eryan

We have to make it clear from the start that the mass communication media can have an educational function whether those who manage them are conscious of their educational aims or not, so long as the media convey information. The very conveyance of information is an educational stimulus. But mass media may be considered tools of adult education in so far as they present special programmes for educational purposes. They mainly help as aids for education organized by other institutions and agencies and not as an institution or agent in itself that can organize and prepare programmes oriented towards education. We will confine ourselves to radio and television due to their vital importance in the developing and underdeveloped countries.

1. Characteristics of mass communication media (radio & television

The important role of mass communication media in adult education depends on an enlightened awareness of their unique characteristics and the ability of officials to make use of them in preparing programmes addressed to the mind of the adult. Following a the most important of these characteristics:

- The mass communication media can help the adult to learn, regardless of his age, more than any established institutions of learning, because they do not set age or educational constraints on the audience or listeners.
- The mass communication media transcend the barriers of time and place which impede the adult from learning. The time which the adult can devote to learning is limited because unlike the young, the adult has social and economic responsibilities in his society. In most cases the time which the adult devotes to learning does not agree with study hours in the formal institutions

of learning. The adult often suffers from remoteness from the educational centres which diminishes his opportunities for learning. But in the case of using mass communication media, the adult can receive learning at home, in his factory or in a neighbouring place which may constitute a viewing or listening centre.

- According to the above mentioned, the mass communication media can make available mass education which can reach the different sectors of society. The importance of the mass media is greatly felt in the developing and underdeveloped societies particularly, where there are large numbers of illiterates who are in bad need of training and re-training.
- The mass communication media help in solving the problem of shortage in qualified instructors and trainers in developing and underdeveloped countries. Education becomes possible by using qualified programme presenters and resorting to non-qualified teachers and trainers who can lead discussions, answer the questions of the learners and supervise them. Besides programmes can be prepared to qualify teachers and trainers.
- Mass communication media avail good education that can enrich the experiences of the viewers and listeners because the programmes presented are prepared by a group of specialists who make full use of the techniques of the media. It is only natural that the potentialities put at the service of this group surpass by far what may be available for a teacher in an ordinary class.
- Accordingly, the use of the mass communication leads to saving the time alloted for instruction. Programmes are concentrated and standardised to reflect the efforts of the team that presents knowledge in an interesting form and by techniques that save the effort of the learner.

2. The role of mass communication media in adult education

The mass communication media can play an important role in education in general and in adult education in particular. Radio and television were used in many countries and proved their effectiveness. As for the Arab world, the use of mass communication media in education is still stumbling at an early stage that does not keep into account the conditions and charateristics of the environment that they serve nor the economy of usage, in addition to the shortage of experts and technicians trained to produce educational programmes. Often the practices of Arab countries in this sphere reflect a belief that modern techniques are mere properties to be proud of and their mere possession can produce learning, regardless of the quality of the programmes they present.

It is true that mass communication media (radio and T.V.) have been used in the Arab countries in the field of adult education, particularly in literacy programmes, nevertheless their use has not realized the educational purposes to the extent of justifying what has been spent on producing and transmitting the programmes. There are few examples of good programmes such as the use of the radio in Tunisia to present activities to be followed up by the newly literates. In Egypt there is the radio programme "Our Beautiful Language" and the T.V. programme "Cairo and the people".

Actually, special programmes may be prepared for adult education through general or specific programmes directed to different sectors of the society such as literacy programmes, vocational training, popularization of science, community development, workers education, agricultural extension, environmental education, family relations, family planning, health, nutrition, preparation of cadres for adult education. Through all these programmes radio and T.V. can take part in the different aspects of adult education such as:

2.1 Campaigning

Radio and T.V. can play an important role in campaigns for issues, projects and programmes related to adult education. As for the issue of illeracy for example - which is a national Arab issue - radio and T.V. may be used for stimulating and calling for enrollment in literacy classes, and the recruitment of volunteers and urging them to help the illiterate. This can be done in the form of reviewing the problem of illiteracy and underlining its harmful effects on the individual and society and means of solving it. The seminar, the play and the film have an important role in the campaigns particularly if their subject is related to the needs and problems of the illiterates and if they are performed by influential figures whose opinion is respected by the illiterate. Naturally, the impact of these programmes will not yield its full returns unless it is reinforced by direct personal communication between those who produce the programmes and those who will benefit from them, i.e. the illiterate. Furthermore there must be channels of communication between those who produce the programmes and the local leadership that can follow up the programmes in direct communication with the masses. This will reinforce the campaigns in order to insure the realization of their objectives. Also, radio and T.V. may be used in calling for the adoption of ideas and trends which advocate family planning and protection from deseases.

2.2 Development and acquisition of skills

Radio is characterized by the audio aspect while T.V. combines listening, viewing and motion in addition to the use of colour in colour T.V. Nevertheless the use of radio in adult education for the development and acquisition of skills must be related to those skills which mainly depend on listening such as music, speaking and listening. However, radio can be used indirectly in developing skills which do not basically depend on listening. Radio can be used in developing an interest in reading and writing and to direct the adult to what he may read. In addition, radio may be used together with accompanying media to develop and acquire skills which do not basically depend on listening. The use of radio instead of T.V. - because it is less expensive and more widely used - in teaching reading and writing is possible with the use of accompanying visual media in the form of a booklet or book. The function of radio is to direct the illiterate adult to get along with the book by giving him proper instructions. Here the importance of the accomanying book lies in the fact that reading and writing are two visual activities which mainly depend on distinguishing and writing symbols.

As for television its role is basic in developing and acquiring the different skills of adult education programmes. This includes repairing and operating machines, observance of industrial safety, preparing food... etc. In literacy programmes T.V. may be used for the development and acquisition of the skills of reading and writing. Naturally, the T.V. programme should not be repetition of the lesson given in the classroom where the teacher faces the students and makes use of the blackboard and chalk. The thoughtful trained director makes use of the potentialities, capacity and unique techniques of the television media in producing the programme that can achieve the desired educational objectives on one hand and be attractive in order to win the viewer on the other.

However when we think of using T.V. in the developing and underdeveloped countries we have to realize that it is costly. Using it for educating illiterate adults must be preceded by making sure that the target audience has the necessary sets for viewing the programmes, otherwise they become of no use or value. The illiterate adult mostly belongs to a class that has not got T.V. receivers. Sets must be made available in order to benefit from the programmes. A method prevailing in the developing countries which are usually poor is to organize viewing clubs in places adults can easily reach. A set may be put in the club. The process of reception may be organized and supervised by a viewing monitor who can follow up the programmes with the audience.

The use of radio and T.V. to help the listener or viewer to acquire skills requires repetition on the part of the programme presenter and gives the viewer or listener a chance for effective practise of the acquired skill.

2.3 General knowledge

There is wide scope for the use of radio and T.V. in presenting programmes which tackle some of the problems, aims, components, history, geography, the political and social system, and the work opportunities in society. Programmes may be produced to present material on nutrition, cleanliness, means of infection, protection from endemic deseases, first aid, family planning... etc. Such programmes may be presented in the form of talks, seminars, or plays that present problems and offer suitable solutions for them or raise questions which urge the listeners or viewers to search for the best solutions. Attention to this aspect makes the movement of adult education integrated with other movements in society so that the adult may benefit from the cultural and variety programmes in developing his personality, way of thinking, increase the sphere of his knowledged.

2.4 Utilizing leisure time

The diversification of radio and T.V. programmes can satisfy the different sectors of society with their varying tastes, interests, attitudes and concerns. They include plays, films, music, songs, variety shows, folklore and sports. Besides their importance in entertainment - which is important and crucial at this age where working hours have decreased and leisure time has increased radio and T.V. can play an indirect role in the movement of adult education as they can be used in providing the adult with skills, attitudes, values or knowledge in addition to cultivating an artistic taste.

3. Recommendations

3.1 There is a pressing need to formulate clearly defined policies for the utilization of radio and television in adult education in such a manner to guarantee a real and rewarding return from such media.

When the decision is taken to utilize radio and/or television in adult education, a well defined policy must be formulated and implemented. Long and short range plans must be set, and translated to programmes (productions, utilization, follow up, and production), and responsibilities assigned. The required budget, which should be realistic, has to be allocated, and the required trained personnel should be available. Co-ordination must be secured between personnel involved with the different activities and at the different levels. This requires setting up channels of direct communication between the personnel in the field and those who produce the programmes. For such direct communication to be fruitful and lead to the improvement of programme quality and utilization, the radio and television teams who produce adult education programmes must be educators trained in the techniques of radio and television.

3.2 There is a pressing need to set up a capable organ to evaluate and follow up the educational effect of radio and television in adult education programmes.

For radio and television are one-way communication media. They lack direct communication between the viewer or listener and the radio or television programme. Direct communication is vitally important especially when changing attitudes, values and traditions are concerned.

In formal education, this problem has been treated by integrating the radio or television programme with the activities of the classroom together. The screen or radio teacher, for example, presents knowledge, performs skills, and arranges situations which prepare the learners to change their attitudes. The clasroom teacher, on the other hand, interacts with the viewers or listeners of the programme and directly communicates with them: correcting their responses, answering their questions, supervising them, and following-up changes of their attitudes.

It is natural that adult education programmes should compensate for the lack of direct communication that radio and television suffers from,possibly the most appropriate suggestion made is to organize viewing and listening clubs. Monitors can be assigned to these clubs to supervise adult learners viewing or listening. Such monitors should receive the appropriate training required to assume their responsibilities.

3.3 There is a pressing need to conduct serious surveys under the supervision of research specialists in social studies to identify audience characteristics, their values, interests, and attitudes as well as the most appropriate viewing and listening times for the different sectors of the society.

Radio and television face several problems concerning the identification of audience characteristics. Teachers and imams interact with well defined groups. On the contrary, the radio or television programmes deal with unlimited, varied and heterogeneous groups. It is true that transmitting programmes to such groups has been a dream of educators and reformers; the producer is faced with the added burden of identifying audience characteristics. This requires the identification of the general needs, interests, values, attitudes, traditions, and educational levels of the audience and integrating them with the objectives of the society and its prevailing needs.

Lately, the Union of Radio and Televison in Egypt has directed its attention to conducting surveys. Presently, a survey is being conducted in two lower class districts, one in Cairo "el Khalifah" and the other in Alexandria "Mina-el-basal" to study the audience characteristics.

3.4 There is a pressing need to emphasize the educational value of radio and television.

In fact the entertainment aspect in radio and television programmes is more dominant than the educational aspects. This may be due to the recency of these media and their being identified in the minds of the audience with entertainment in the first place. Naturally, there are no objections against entertainment in adult education. Literacy radio and television programmes, for example, may depend on entertainment to attract the adult learners. But the producer of the programme should realize that the objective of utilizing radio and television in adult education programme is to use these media by introducing the audience to new experiences resulting in the learning of a skill, a fact, a concept... etc. The good programme is the one which takes full advantage of the entertainment aspects to attract the audience without allowing such aspects to dominate.

3.5 The multi-media approach must be adopted in adult education.

Radio and television are mere "media" and not objectives in themselves. This means that they should not be given priority over objectives of the learning process. For if this happened then, the utilization of such media will be only a matter of form or appearance which will cost us time, effort, and money with no remarkable or reasonable outcome. The utilization of these two media will not present ready solutions for all the problems of adult education. It is true that these two media can present excellent and appropriate solutions to several problems in adult education, but there exist problems that can impede two media and make them less efficient. The Open University is a concrete example of what the multi-media approach can realize in the learning process in the most efficient and effective manner.

3.6 There is a pressing need for scientific experimentation aiming at adapting radio and television to adult education.

> Radio and television have not been adapted yet in a comprehensive manner to the specific objectives of adult education. Although the field of literacy has preceeded the other fields of adult education in conducting experiments, its experimentation has been scarce, still running, and reached no conclusive evidence. In fact, experimentation is necessary in order to identifying the specifications of the good programme and guarantee its educational outcomes. This will safeguard radio and television programmes from becoming mere relications of traditional instructional situations with all its negative aspects, in addition to committing the fault of not taking full advantage of the potentials and techniques of these two media.

3.7 It is high time to study the possibility of utilizing radio and television as tools of self-learning.

> The developing and underdeveloped countries face the problem of the tremendous shortage of qualified instructors and trainers. Besides, we live in an age that strongly imposes the conceptions of life-long education and self-education which require the learner to depend on himself more and more throughout the educational programme or during parts of it with the aim of training him finally to depend on himself completely rather than on the instructor or trainer after finishing his formal education. The experiment of the Open University in the United Kingdom is the best testimony to the tremendous potentialities of radio and T.V. as tools of self-education. Learners view T.V. programmes and listen to radio programmes on particular curricula. Besides, educational kits are distributed among learners including detailed **information**: printed and programmed materials as well as visual materials, film strips, slides, tapes and experimental kits to conduct experiments...etc. The learner learns by himself without depending on the instructor except in the most limited scope of correspondence and few meetings between the learner and the staff members at fixed times that are convenient to the learner and near his residential area.

THE ROLE OF WORKERS' EDUCATION IN DEVELOPMENT

Abdul Raouf Abu Alam

1. Workers' education and adult education

Workers' Education is a part of adult education, in fact it is adult education for a specific group that is workers and farmers.

While adult education in its modern conception is of recent history, workers' education is much older. Its history goes back to the early days of the industrial revolution, the rise of trade unionism and the establishment of trade union organizations.

Trade unionism means collective work on the part of the workers, hence workers continue efforts for the establishment of the trade union organization at all levels, the enterprise, the factory and the state in order to face the power of capital and to put an end to exploitation practised by the capitalistic system.

Since the rise of trade unionism, the need for workers' education emerged in order to enlighten the rank and file of the workers about their society, prevailing economic and social system, and trade unionism itself, how to organize trade unions and how to contribute in the manipulation of the society itself.

However, trade unionism and workers' education met, from the very beginning, some obstacles among which were:

the high percentage of illiteracy among workers. It is very difficult to educate and illiterate, to convince him of unionism, or to train him on leading a trade union organization;

- the low educational standard of workers, even among those who can read and write,
- the low technical and professional skill of the majority of workers.

For theses reasons, trade union organizations started educational activities, which were in fact adult education in a broad sense, including literacy. At that time, political authority was dominated by the capitalist class which tried by all means to put obstacles before workers' education. And so, trade union organizations undertook the responsibility of workers' education including planning, execution, administration and financing.

Workers' education paid more attention to certain types of activities which were not included in the national curricula for adult education undertaken by the ministries of education. Examples of these are:

- trade union education to teach the worker the basis of unionism, its history development, objectives, how to organize and administer trade unions, etc.
- teaching the worker the role of the working class as a producing class, its position in society, and its role now and in the future,
- vocational and technical education to improve the workers' skill.

With the present rapid technological changes, workers' education and adult education acquired more importance and became linked to the concept of a continual process of life-long education, which is closely connected with vocational skills. Thus workers' education has no longer become mere elimination of illiteracy among workers and providing them with general and trade union education, but it became responsible for providing the workers with vocational training and new scientific theories and experiences.

Modern conceptions have changed the outlook to community development and, highlighted the importance of all out social and economic development. This calls for tackling all human and material issues by sound scientific planning and on the basis of new social relationships. It also requires complete and optimum utilization of all human and natural resources, as well as the transformation of the community from a consumer to a producing one under such relationships that would prevent man's exploitation of man, and realize a fair distribution of income.

In view of this conception, workers' edcuation as well as adult education came to be one of the tools of all out development especially in developing countries Their cost has come to represent direct investment in state development plans.

2. The rise and development or workers' education in the Arab world.

For long centuries Arab countries suffered from colonialism and foreign exploitation, a matter which weakened the working classes and their trade union organizations. Yet despite this weakness, these organizations carried out some activities in the field of workers' education from the beginning of this century, and it had always been their sole responsibilty. In this period, more emphasis was given to political education which explains the big role played by workers in national liberation movements throughout the Arab world.

Since the late fifties, a number of Arab countries won their independence and the number of workers and of trade unions increased. This lead to greater efforts in the field of workers' education. But the growth and development of the working class differed from one country to another according to different political, economical and social circumstances.

In countries like Algeria, Tunisia, Peoples Democratic Republic of Yemen and Kuwait, trade union organizations continued assuming full responsibility over workers' education activities, whereas in other countries the goverments share this responsibility with the trade unions.

Nowadays, thirteen Arab countries have activities in the field of workers' edcuation, and workers' education institutes and centres are established in eleven of them. In the meantime, labour legislation in five countries give workers the right of paid educational leave.

Due to this increase in workers' education activities, attempts were made to coordinate them on the regional level. The first step was the organization of the first seminar on workers' education in Baghdad in 1972 which was followed by the second seminar in 1973 in Beirut. These two seminars submitted a recommendation stating that workers' education is the responsibility of workers, that its institutes should follow the general labour federation in each country, and that the International Confederation of Arab Trade Unions should assume full responsibility over workers' education activities on the Arab regional level. Consequently, the ICATU established the Arab Bureau for Workers' Education was held by ICATU in Tripoli, Libya, 1974.

3. The relation between workers' education activities and development in the Arab region

In the last ten yaers, workers' education activities in the Arab countries were directed towards the following:

- spreading workers' education among workers, trade union organizations and governments (ministries of labour) and paying their attention to the importance of workers' education,
- the establishment of permanent institutions for workers' education,
- training workers' education officials in all workers' education institutions,
- issuing the necessary legislation which give workers the right to a paid educational leave to attend such courses organized by workers' education institutions,
- the establishment of an Arab regional movement for workers' education within the framework of the International Confederation of Arab Trade Unions (ICATU).

A major part of these aims were realized and workers' education has become widely approved and practiced through many permanent institutions and organization.

Yet, inspite of this success, there are some drawbacks to note, foremost among which are:

- workers' education in certain Arab countries is still far from the actual needs of the working classes, in addition to the relationship between workers' education and the Central Trade Union Federations,
- keeping apart from literacy programmes, vocational and technical training and from the education policy in general,
- it is not properly linked to state development plans.

The poor link between workers' education and developing plans in the Arab countries is due mainly to the following:

3.1 Workers' education activities in some Arab countries do not take an active part in literacy campaigns, and since the percentage of illiterate workers amount to about 70%, then workers' education activities appear to deal with only 30% of the workers.

3.2 In certain countries workers' education activities are far from vocational and technical training activities. It is known, however, that such training programmes are limited to literate workers who have attained certain educational standard which allows them to understand new scientific and technological developments. Therefore, workers' education connected with literacy campaigns can be the main source of trainees for vocational training institutes.

Development pre-requires high skills which ensure higher productivity and constant absorbtion of scientific development and modern production methods.

3. 3 It is hard for workers' education alone to be linked with development. This can be effected through adult education, which workers' education represents one side of its activities. Also the link between development and adult education can only be effective within the framework of full coordination between the general educational policy and development plans. This coordination is not well established in most Arab countries where educational policies are drawn by the ministries of education which follow the old tradition of formulating such policies apart from the actual needs of the community and its problems.

It is hard to expect the success of any development plan in any country where illiteracy is spread among 70% of its labour force leaving them in a state of vocational and technical backwardness.

Development is the full utilization of natural and human resources. In circumstances existing in the Arab countries, the role played by the human element in the process of development is always small. In effect, development in the developing countries, which suffered from colonialism and exploitation for many years, should rest for the most part upon man himself. All efforts should be made to enable the illiterate worker to take part in the development plans and serve the community.

4. How can the role of workers' education in all out development be consolidated?

Workers' education should have different activities aiming at turning man into a productive element capable of developing his society. Workers' education must therefore be connected to literacy and vocational and technical training activities.

Since such activities are essential to man, they should therefore be achieved simultaneously and in one institution.

This may not be found in advanced industrial countries, but circumstances in developing countries stipulate it. For advanced industrial countries have already controled illiteracy and raised the workers general edcuation as well as technical standards, through the help of various institutions and production units.

As for the developing countries, their above mentioned circumstances force them to tackle these problems simultaneously. Economic conditions in these countries also stipulate that these problems should be settled at one time and in one institution.

This unified activities should be achieved through comprehensive planning for adult education within the framework of the general education policy. Finally, education should be linked to social and economic development plans.

Education should always be the outcome of contemporary human reality. It should be an expression of the hopes and aspirations of this reality. In developing countries, this human reality is manifested in a cultural, educational and professional literacy. Future hopes aspire at creating the worker who is able to manipulating his own economic, social conditions. He should also be able to interact with the technological and scientific revolution of our time.

Therefore, the job of workers' education is to ensure full cohesion among adults and to eliminate as soon as possible, with the least possible expenses, all obstacles that stand in the way of man's liberation and full participation in the economic and social life of his country.

THE MAIN FUNCTIONS OF WOMEN IN OVERALL SOCIAL AND ECONOMIC DEVELOPMENT AND THEIR EDUCATIONAL REQUIREMENTS TO FULFIL THOSE FUNCTIONS

Amina Shafik

The education requirements of the working woman - formal or non-formal - are closely connected with the main manpower requirements of the society at any stage of economic development. The educational process - as a branch of human and economic investment - can by no means be detached from the other branches of economic investment.

Development is based on two inseparable aspects: financial and human investment. Education, formal or non-formal, is that aspect of human investment which provides development with the required manpower.

1. The main functions of women in overall development

Although women represent half the societies as regards the populations, they do not constitute a high proportion of the labour force in developing countries. They represent, instead, a low ratio in Arab society ranging between 1.8 % (in Algeria) and 9.4 % (in Syria) of their total number.

Therefore, although women represent half the world population, they do not actually participate in the labour force - a fact that divides the developing societies into two main categories - the first (not exceeding 25 % of the population) being the producers and the second, the consumers, forming 75 %.

It is, therefore, said that one quarter of the developing countries population works to feed the community as a whole. As a result, the all-round satiation is being reduced and this leads to the absence of the surplus which is usually used for the re-investment, i.e. development.

The developing countries, inevitably, resort either to loans from other countries or to foreign investments which might play a negative political role in connection with the complete independence of those newly-independent States.

We do not hereby say that to assimilate the labour force of women in the society is the sole and main factor in preserving national independence. What we mean is that the poor ratio of such a force among the developing communities marks the main indicator to the poor ratio of producers and the high ratio of consumers. Such a vital indicator reveals, therefore, the poor all-round productivity of the society.

By work here we mean human energy which is guided to an economic and social product. It also means a remunerative and organized work carried out by the women independently, i.e. as an economically independent citizen.

This is the reason why we now call for the assimilation of new woman force within all the comprehensive economic and social development plans, the fact that some developing countries claim to be following, in order to cut down the number of consumers and raise that of producers.

Some people might assume that the object of finding opportunities for new fields of work cannot possibly aim at employing women in countries where men suffer from either unemployment or under-employment. Being the traditional family supporter, the man should be given priority in work and then comes the chance for the woman. This might be true if we think that development creates one homogeneous labour market. But - and this is noticeable in those countries that have implemented integrated and successive industrial and social plans - we find that this kind of scientific investment planning creates labour markets that differ in structure and efficiency. The new labour market is not just one market. It is actually one national market but comprises several intermingled ones. This is specially what allows the woman to work and makes her educational needs - formal or non-formal - varied and different just like those of men.

But why should we emphasize the importance of woman at the initial stage of development? The reason is that, for long centuries, women have been isolated from the basic productive work. During that period, women used to fulfil their so-called main functions as wives and mothers and this, inevitably, made them lose the main skills they need to fulfil their social productive tasks. Those lost skills vary between the courage to face life and the efficiency at work etc. This does not necessarily mean that the developing countries lack such women elements who assumed the title of citizens and who made their dealings with others on that basis. Those countries, on the contrary, have such elements but they suffer from the participation of women in a massive numerical shape.

To prepare the woman educationally for participation in overall economic and social development means to prepare her for three functions - the natural, the productive and the general. This is, on the one hand, the general framework to the three functions of the woman in a developed community that implements development plans. As for the details, such a community is usually fully concerned about the educational needs of the woman in her capacity mainly as a producer. Her function as a producer underlines the importance the community should consider to study the characteristics such a production operation requires and whether the woman will work in the field of agriculture, industry or services.

Generally speaking, it is a fact that women represent a more backward sector than that of men, both in education and the general understanding of the total issues of the society. The comprehensive outlook upon the society that the man assimilates owing to his uninterrupted productive, social and political work for centuries, cannot be assimilated by the masses of women as soon as their banner is hoisted by the society. The woman should, imperatively, be put into special intensive operations in order to break the barrier that segregates her from public life - and this requires a special initial effort from the society - an effort that surpasses that dedicated to the man as regards the eradication of illiteracy, vocational training, mass culture and political training.

To summarize the above:

- The educational needs of the woman in the period of implementing overall economic and social development programs should be designed to serve the three main functions carried out by the woman - namely, the natural, the productive and the general.
- The function of the woman as a producer should be well supported by educational programs - formal or non-formal - to enable her to participate in the fundamental production activities, industrial, agricultural or services.
- The general function of the woman - which allows her to play an active role in the society, whether in the general, political or democratic life - should follow an intensive plan in order that she may face the extent of backwardness in which she lives and which eventually adds to the general backward state of the man.

- Such educational needs - formal or non-formal - should aim at one subject - i.e. to make the woman a productive and positive citizen in society, to affect and be affected by its events.

2. Aims of education in the context of development

Education, to my mind, is that kind of human investment that aims at answering people's needs of fundamental and specialized science and knowledge that help those people in the human growth - regarding taste, feeling, experience and civilization - and endowing them with the ability to adapt to our modern time in its production tools and its general progress. Education, therefore, does not aim any more at making clerks and administrators, but rather good citizens both socially and productively. Consequently, education is a part and parcel of the daily and general life of any community; its development is a basis for the development of the society, just as this latter has its reflections an education procedures.

Apart from this the educational operation is a dynamic one that expands horizontally and grows vertically alongside with the progress of societies and in order to boost such progress.

When speaking about overall social and economic development, one should mention the role of education - formal or non-formal - in it since education plays a fundamental role in making a qualitative change in the individuals who are assigned the implementation of development. So, if man is the means to as well as the aims of development, education, then, is the means to this end. And the woman is a part of that man.

Therefore, the initial principles that should embody all education curricula in developing countries are those that base education on the equality of sexes. That is to say that value that reconstructs the idea that the woman has her main role in the society and that we are not in a position to allow ourselves to look upon women as second class citizens.

It is hard to conceive that, on the one hand, the State hoists the slogan of equality stipulated in its constitution, and on the other, the following sentence is being taught to primary school children: "Father works - Mother cooks".

Then later on, when those children grow up we ask them to acknowledge the equality of the two sexes. We do not mean that the mother could not cook, but why not change the sentence into "Father works - Mother works and cooks - Father works and helps mother - We all help mother - Mother works and cooks."

The same applies to adult education curricula, such as mass culture programs designed for the workers. Why should not those curricula include special lectures on woman's labour force and the importance of increasing its ratio so as to increase an employment that boosts production and answers the needs of the society etc...

3. Education requirements of Women

3.1 in respect of her natural function as a mother and Housewife

Needing such a type of education, the woman looks for the methods and means that abate the load of the household work and that is by means of raising her working capabilities at home. I believe that the working woman needs such a type of education in our present time.

It is worth mentioning that in most Arab States the education and teaching organs designed a certain kind of education for the woman - in the thirties and forties - known as "feminine education" which gives the girl students a specialized course in home economics, sewing and child care. That education lasted in Egypt till the beginning of the fifties, but, as it was almost rejected, its budget was transferred to secondary schools or schools for women teachers. I think that the main reason why such an education was rejected by our girls is that it was somehow hackneyed, since its graduates found but very limited work opportunities. Besides, it was confined to the so-called home economics and in a quite backward way.

Then with the progress and development of industry in Egypt, the gradual disappearance of rural values in the city and the insertion of the advanced industry values as a substitute, the importance of such education came to an end. The backward agricultural values, in fact, conduce to certain patterns of life such as those of the house and its motions. To have that education which makes of the girl simply a housewife in order to perfect sewing, cooking and household management could last under backward agricultural values, thus not allowing the woman any positive role in practical life. Such an education by no means conforms to an industrial society - capitalist or socialist - that moves at a fast social tempo and different communal values.

In the past, for instance, the girl used to learn sewing at school for the purpose of economy; but, now that the society calls for the mobilisation of all its resources, we, women, cannot afford such a luxurious waste of staying at home and devoting our free time to sewing, whereas such a free time could be better invested in reading, participation in the democratic movements or developing the necessary skills for work.

In addition, the agricultural values, for instance, used to recognize the small working unit and, consequently, made of each house a working unit. Industry, on the contrary, recognizes the big working unit in the first place, because of its return of abundance and economy on the produce itself. We all realize nowadays that the industrial society - capitalist or socialist - presents ready-made clothes that are cheaper than buying the material and sewing it. Mass production does not only economize on the raw material, but on time as well - both of which are included in the price of the produce.

Feminine education, in its old concept, cannot be assimilated by societies that make for overall social and economic development. It should rather develop to become a part of the general education programs so that the learner may acquire a body of experiences and capability in managing her house and bringing up her children within the frame work of her role as a citizen having the right to work, in a minimum time, with the least effort and the best performance.

The school might play the major role in that some nonformal classes might also in support, play another role. For instance, it is noticeable that the Arab States, where responsible womens unions take the lead in the democratic work among women, have such classes which render their members and society a great service. With respect to the members, such classes give them lessons that combine adult education and household work, e.g. sewing and cooking.

Those classes, at the same time, stand for the first social school for women - a school through which the learners get to know, in the first place the democratic public life. Then the political afterwards. Such classes are considered the rudimentary step towards the course of the general social and national action.

To summarize the above:

- The educational requirements of the woman which aim at developing her main function at home and in the family should be answered by formal and non-formal education.
- Such a type of education aims at helping the woman in achieving her family and household work in the shortest time and with the least effort and highest efficiency.
- Such a type of education should be guided mainly towards that sector of women who live and work in the country, in order to raise their general standard and to enable them to benefit from the social and non-social services rendered by the State.
- It is imperative that these educational requirements develop according to the development of the society so that they may keep pace with any social or technological progress that effects the society and the masses of its citizens.

3.2 The woman as a producer

Governments and administrations should be concerned about the educational needs of the women as regards their role as a producer in the society, since such a role has its direct impact on the general economic status of every society.

In our modern time, when the United Nations are full of concern for the employment decade - 1970/79 - and to which the I.L.O. devotes its International Conference next July, the women get spontaneously involved under all the circumstances and in all the conditions that should exist for the sake of organizing the working force in order to realize overall social and economic development and make it successful.

The women labour force is not any more a marginal one but has become an effective force that has its impact on world production (560 million working women produce one third of the world material production). In order to increase the impact of the woman on production, she should be well prepared through education and training for any work she is assigned.

Among the types of education that take the lead is the so-called specialized education - agricultural, industrial, commercial and services. It is the education that sets the fundamental base of the labour force that is trained technically. We do not mean higher education only, but all the stages of technical education as well as all its branches.

Therefore, our first claim is to open all the doors of education (from the first to the last stages) for the girl according to the ratio required by the development plans. It is not enough, in any society, to dump it with a number of science and engineering girl-graduates. National pride comes by raising the increasing ratios of preparatory and secondary graduates - industrial, agricultural and commercial. These are the initial steps of development. Development does not mean to create a distinctive kind of women engineers - but to create the base of technical women workers who represent the indispensable technical force of working women, for instance, in industry.

So far this represents but the beginning only, since industrial work develops daily side by side with science and knowledge in the world. This means that industry in itself does not stop at one step to come to an end - science and knowledge penetrate in each of its branches. Therefore, the labour force in general, and women labour force in particular, should also be developed. Otherwise, women should regress and men progress. Vocational training centres that have introduced development methods and techniques should open their doors to women according to their number in industry and the way the society views their future in that field.

The principle of equal payment for equal work, which most constitutions and labour laws stipulate, and which became a general principle for all societies, should by all means acknowledge that work is a value and that this value develops according to the development of the society. Therefore, women should obtain their rights to equality of that value that develops alongside with the general development of all sciences and art in the world as a whole and in the individual countries in particular.

To summarize the above

- It is necessary that girls have the same education opportunities as the boys at all stages and in all types of education.
- It is necessary that vocational training centres accept working women in proportion of their total number at work and how the society looks upon their future in production.
- Work does not mean the amount of production resulting from human efforts in limited hours. It became, on the contrary, a developing value and working women have the right to complete equality to men as regards that value in its gradation, development and progress.

3.3 The woman as a part of public life - as a citizen

Now we come to preparing the woman so that she may shoulder her responsibility as a citizen. For a woman, to bear the responsibilities of her main functions together with those of a producer should coincide with preparing her to participate in the making of society in which we live, and to affect and be affected by it. Otherwise such a society would lose one of the important pillars of its democratic characteristics.

When we speak of the educational needs of the working woman as a citizen - formal or non-formal education - the first educational field we mention is that modern one in our developing societies - namely, mass culture. It is as modern as the Trade Union movement and its development. Before the birth of such movements in developing countries, the form and content of mass culture was unknown.

Mass culture is that which breeds within the working class and its economic organizations; it grows with it and is affected by whatever affects such an organism - be it democracy, independence or freedom. It is a class culture that embodies the thoughts and aspirations of the working class in its struggle against economic exploitation in all its shapes. Mass culture classes represent a school to prepare the good citizen rights and his duties towards his syndicate and his country. Therefore, to isolate the working woman from this important field of non-formal education will lead to keeping her away from the scientific knowledge of the problems of her work and the ways to solve them. It also means keeping her away from the core of the production and social problems around her.

In the Arab Region we notice that mass culture classes are still unable to assimilate all the numbers of women workers in proportion to the working of the woman. What accounts for that is the high rate of illiteracy, more among women than among men; besides, women workers do not enjoy advanced working circumstances that provide them with nurseries or nearby housing, etc...

Hence, the importance - to be discussed by Trade Union leaderships - of making mass culture a part of the working hours so as to enable women workers to participate in and benefit from it. At the same time those leaderships must find the means to unify the two activities - eradication of illiteracy and mass culture - into one guided mainly for women.

To summarize the above

- The importance of unifying the eradication of illiteracy and mass culture in cultural classes guided for women workers.

- The working hours of those classes should be a part of the normal working hours.

  Trade Union leaderships should activate the enrolment of women in such developed mass culture classes.

MISCONCEPTIONS INFLUENCING NON-FORMAL EDUCATION FOR WOMEN

Asher Deleon

Many obstacles prevent the expansion of education among women - lack of facilities, lack of resources, lack of faith in the education of girls, lack of motivation etc. But equally negating are three types of misconceptions, illusions and prejudices which hamper progress:

- Misconceptions about development
- Illusions about education
- Prejudices about women

The first two affect men as much as women, but are more aggravated in the case of women.

1. MISCONCEPTIONS REGARDING DEVELOPMENT

For more than thirty years, we have been living with a concept of development which is now proving to be wrong; or, at least, its results are far from expectations and promises.

It is a concept which puts emphasis on modern technologies, on transfers of technology, on the mere growth of Gross National Product, on capital formation, on modernisation, on an elitist approach to development.

In reality, it has been predominantly a quantitative theory of development. But all quantitative theories which seek to solve mankind's needs through quantitative growth have failed.

Development limited to growth (even when the growth rate is quite high), without ensuring the redistribution of income brings neither improvement nor real change in the lives of the people, nor the satisfaction of minimum existential needs of the underprivileged. In other words, the removal of poverty cannot be a mechanical result of growth rate.

Development goals have therefore to be modified. This is a pressing need. Let us see two different quotations:

> 'While continuing to talk of preservation of our ancient cultural values, we have uncritically adopted the model of the consumption-oriented, mass-production-based and highly industrialised western societies. This is a contradiction in terms because the modern industrialised society ushers in its own value system which is incompatible with our traditional culture in many ways. There are also grave doubts whether this model itself is viable or whether it is a proper model to be adopted in the material conditions of a poor country like ours.'[1]

> 'The problem of development must be redefined as a selective attack on the worst forms of poverty. Development goals should be expressed in terms of progressive reduction and eventual elimination of malnutrition, disease, illiteracy, squalor, unemployment, inequalities.'[2]

The argument that new technology will promote economic growth so that the country's gross national product will become larger and thus everybody's slice of the economic cake will get bigger, is often used as an excuse for not cutting that cake in a more equitable manner. The same is true for education; education of the people will never result through a 'percolation' from 'above', from those few who got the privileged share of knowledge and education.

It was long considered that the model of the highly developed and industrialised countries would solve by itself the basic necessities of the world and the existential needs of all mankind in its totality. This assumption has now been proved to be erroneous and misleading. Technological and quantitative remedies are only hard drugs which promise nirvana - but, like all drugs, do not fulfil the promise, but only provoke huge and hidden social costs, as well as psychological damages and disappointments.

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[1] See: J.P. Naik in: The Search for a National System of Education; The Indian Experience.

[2] See: Mahbul ul Haq.

Who pays these costs? It is always the weaker sections of the society - the poor, the oppressed, the down-trodden, the under-privileged, the women.

Women are in reality the largest group which suffers from this type of development. Since quantitative approach to development does not lead to social change, nor decrease income disparities, nor eliminate various privileges and discriminations; it cannot also solve women's problems nor improve their status in society. Women's position in the society is in fact intimately linked and correlated to all other disparities, injustices, divisions, and oppressions in society.

If the present status and situation of women (as the most populous social category) reflect the failure of development policies, then women obviously need another form of development.

What does 'another' development mean? What major modifications should the concept of development undergo to bring it closer to expectations and promises?

The most persistent factor and one that clamours for remedy is the removal of poverty and of disparity in income distribution. The following quotation describes how the problem arises in our country and what its magnitude is:

> 'Economic development during the two decades since the inception of planning has resulted in a sizeable increase in average per capita income. There is no doubt that living conditions have improved everywhere, even in the most backward districts. Yet large numbers have remained poor. The twin causes of poverty are underdevelopment and inequality. It is not admissible to ignore or underplay either factor. A large proportion of the population has to go without even the most essential needs of daily life because total national income, and hence aggregate consumption, is too small relatively to the enormous size of the population and, secondly, the distribution of this income and consumption is very uneven. The problem cannot be overcome within the fore-

> seeable future by efforts in one direction only. No rate of growth that can be realistically envisaged could make a major impact on the problem within the foreseeable future if inequality remains as acute as at present. Nor could any feasible egalitarian policies alter the position significantly in the absence of an accelerated rate of growth. Growth and reduction in inequality are both indispensable to a successful attack on mass poverty.' 1/

The problem is notdifferent in international perspective as the following quotation from an international study recently submitted to the Special Session of the United Nations Assembly will show:

> 'The same challenge faces Third World and industrialised countries, poor and rich alike: to discover the road to development. All such roads will be based upon the same fundamental values: respect for man, equality, self-reliance, the right to diversity, the promotion of ecologically prudent technologies.. Another development requires transformations of socio-economic and political structures that have long been identified. They include such fundamental steps as agrarian reforms, urban reforms, reforms of the commercial and financial circuits, redistribution of wealth and means of production as well as redesigning of political institutions through, inter alia, decentralisation with a view to ensuring the democratisation of the political and economic decisionmaking power, promoting self-management and curbing the grip of bureaucracies.' 2/

Therefore, 'another' development that we are looking for should be:

- geared to the satisfaction of elementary existential needs,
- endogeneous and self-reliant,
- in harmony with the invironment,
- based on structural transformations and active participation of the people.

1/ See: Draft Fifth Five Year Plan, 1974-79, Volume 1

2/ From: What Now? Another Development, published by Dag Hamarskjold Foundation, Uppsala, Sweden.

There is growing concern, both here and elsewhere, about non-achivements arising out of ill-conceived developmental approaches and equally growing consensus about the basic recommendation needed for the future.

Therefore, the removal of prejudices and misconceptions regarding development is one of the primordial necessities - both for immediate action, and for long-term goals, and women have a direct concern in this process.

2. ILLUSIONS REGARDING EDUCATION

We have lived equally long with some basic illusions and myths, misconceptions and prejudices regarding education; and equally, they are proving to be wrong.

In spite of commendable results achieved in education all around the world and in our country more particularly, it cannot be denied, as stated on several occasions and in documents here and abroad, that the existing educational systems have certain inherent drawbacks:

2.1 They leave a large portion of the population without any education, which means that the distribution of knowledge is uneven.

2.2 The problem is much more than a mere quantitative inadequacy; the rigid educational pattern is not in a position to reach all sections of the society and all categories of men and women. Real democratisation of education is hardly possible through conventional models. Under-privileged groups, working children, poor boys and girls, young people from under-privileged classes are in reality excluded from educational facilities. Even those who do receive some education, get an irrelevant and often unrelated knowledge, with the corollary of being largely incapable of taking active, critical participation in development.

2.3 What is worse, they produce young people whose incomplete and ill-conceived education only alienates them from their own people, since even by becoming literate or educated, they rarely acquire an awareness of the problems of the society in which they live or of the means to play a real part in their solution.

2.4 The educational systems are at variance with the environment in the sense that for growing numbers, an inadequate environment either does not provide employment or does not create readiness for self-employment, or creates a continuing struggle as in the rural environment; in short, here again, as in the case of development, there is a contradiction between the environment and education.

2.5 The system seems more concerned with those who 'succeed', to be siphoned off as portion of the 'brain drain'.

All these drawbacks reflect certain fundamental misconceptions about education. Most particularly:

- that education equals schooling
- that education is transmission of knowledge
- that life is divided into two periods: preparation for life, and utilisation of knowledge for living and working
- that teaching is the main element in education and that teachers have the monopoly of imparting knowledge and skills.

A consideration of all these negative aspects both on the developmental and educational side, leads us to search for solutions in the following directions:

a) If equality in distribution and elimination of inequities are priority concerns for present-day societies - there must be an awareness that three types of disparities are interlinked: disparities in the distribution of wealth, power and knowledge. To achieve a more equitable knowledge distribution and sharing of learning opportunities, the dependence solely on school facilities and on the formal educational system cannot suffice. Much more emphasis must be placed on non-formal ways of education and on the role that incidental (informal) learning plays and can play in the life of citizens, particularly those still excluded from the benefits of formal schooling. Women should be particularly supported and encouraged to utilise non-formal educational opportunities. However, mere educational measures are not sufficient: other socio-economic changes are necessary to support the expansion of non-formal learning facilities and programmes. It would be appropriate to recall a warning from a recent publication on Non-formal Education.

> 'It is silly to suppose that non-formal education can compete with a formal system if the latter is the wellspring of status and income..... The tyranny of the formal school is buttressed more strongly by its status as the exclusive avenue for social and economic advancement than by anything else. 1/

b) If emphasis in development strategies should be shifted more than in the past on humanitarian and survival needs - then emphasis in education should be on programmes and approaches geared to the deprived sections of the society

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1/ See Marvin Grandstaff in Non-formal Education and an Expanded Conception of Development and on contents which are directly relevant to survival to fight against poverty and to action that will change the environmental conditions and constraints. Since development is a comprehensive and multisided phenomenon, and not merely growth, educational components will have to be integrated into development schemes. This will faciliate the linkage between work and education and permit a socio-education amalgam. Even literacy programmes have to be transformed in order to get a broader base; mere literacy does not satisfy either individual aspirations or society's needs. The following quotation seems pertinent and the answer adequate as well:

> 'What would happen if the whole world became literate? Answer: not so very much, for the world is by and large structured in such a way that it is capable of absorbing the impact. But if the whole world consisted of literate, autonomous, critical, constructive people, capable of translating ideas into action, individually or collectively - the world would change.. In reality quite a lot would happen, in fact - if we dare define it broadly enough and take the consequence of trusting the people who are given, and themselves develope further, the tools of reading and writing.' 1/

c) If the trends become more and more directed towards the 'ecodevelopment approach' in achieving socio-economic objectives - education must also be gradually decentralised, diversified, ecologically and environmentally based. Non-formal education has, in that light, evident advantages compared to more rigid educational modalities. Along with changes and improvements in formal education,

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1/ See: John Galtung in the document presented at the International Symposium for Literacy in Persepolis, September 1975 non-formal education and non-conventional ways of imparting knowledge and skills, as well as of creating facilities for learning will get a growing importance. For many girls and women non-formal ways of education, being more flexible and less binding, more open-ended and less sequential, offer a new chance in life.

d) The trend towards self-reliance and people's participation in decision-making - meaning implicitly more autonomy for communities and individuals, has to be reflected both in content and methods of education. Generally speaking, educational patterns do not comply with the needs of communities for self-reliance and of people for autonomous behaviour and active participation in public affairs. Educational methods are not sufficiently geared to create self-awareness; or awareness about the surrounding realities; self-confidence and ability for problem-solving; independent and critical thinking. There is too much uniformity and conformity in teaching practices and too little discovery of truth, dialogue or promotion of creativity. Both for children and adults, both in formal and non-formal practices,the predominant situation in the classroom may be discribed in the following way:

- 'the teacher teaches and the students are taught;
- the teacher knows everything and the students know nothing;
- the teacher thinks and the students are thought about;
- the teacher talks and the students listen - meekly;
- the teacher disciplines and the students are disciplined;
- the teacher chooses and enforces choice, and the students comply;

- the teacher acts and the students have the illusion of acting, through the action of the teacher;
- the teacher chooses the programme content, and the students adapt to it;
- the teacher confuses the authority of knowledge with his own professional authority which he sets in opposition to the freedom of the students;
- the teacher is the subject of the learning process, while the pupils are mere objects'. 1/

e) If the basic dogmas and misconceptions about education have to be eliminated - learning has to become life-long and life-wide. Some 'see' in this trend a danger of transforming life to an 'obligatory, compulsory, interminable schooling process'; but in reality what is visualised is a situation in which people will be in a position to learn what they want, when they want, where they want, and in the way it suits them. The concept of life-long and life-wide education brings much more freedom to individuals regarding their learning facilities. Therefore, educational development does not mean super-imposing some new programmes (of non-formal education, adult education, women's education, family life education, extension education etc.) on the top of old ones (school programmes, collegiate education, conventional literacy programmes etc.). Instead of juxtaposing various educational schemes, we have to envisage creation of comprehensive learning environments.

It is in that light that non-formal education, for men and women, but more particularly for women - can gain appropriate place, not as a second rate substitute for second rate learners and citizens, but as an indispensable alternative for expanding learning facilities for the society as a whole.

1/ See: Paulo Freire, in: Pedagogy of the Oppressed.

3. PREJUDICES REGARDING WOMEN

Women's education is affected by yet another set of prejudices and misconceptions - those related to their own status and situation, their role and functions in the society and the family.

Society, here and elsewhere, is still largely man-made, reflecting in its various manifestations the male world, its vested interests, man's discriminatory power, dominance and aggression. In spite of considerable progress achieved in women's status and in society's attitudes regarding women, traditional and conventional habits die hard. The value system still favours man's position in society, and undermines the role and place of women.

Although women play an important role in agricultural production, their position in rural areas is subordinated. With the development of the farming process and its modernisation, man acquires a better status - for which he gets educated and trained - while women remain with unskilled and second-rate jobs and duties. Modernisation of agriculture and the introduction of high yielding varieties hardly help women either in facilitating their work or in raising their contribution to family income.

Similar trends are seen in urban areas as well. Women's participation is limited to lower-grade tasks and social activities.

This is reflected in the expectations which the society and family place on women's contribution. They are still not expected to be socially useful, active in civic affairs, or community-minded. Their roles and expectations are limited mainly to the area of family upbringing, sex life, home and childcare, and the like. Girls are prepared to get married, young women to bear and rear children, older women to be 'the pillars' of family cells. That is the pattern of life that is in store for most of them.

This does not however mean that women are therefore not respected. On the contrary, and paradoxically enough, respectability and discrimination are not mutually exclusive; veneration of women is not incompatible with this second-rate position; the dominant mother's role in the home often hides their subordinate role in the society.....

All these and many other prejudices are deeply rooted in our tradition, as well as in the present-day political and economic institutions, social structures, employment constraints, poverty limitations, vested interests, inequalities in wealth and power distribution, etc. As long as these obstacles are not removed or at least not shaken up, there is only a limited chance of breaking down dominant prejuduces and misconceptions.

On the other hand, such prejudices are perpetuated by transmission of convictions and misapprehensions, by education and mis-education, by wrong assumptions and erroneous beliefs, by inculcation of outmoded code of conduct or mores. Education itself assumes a decisive responsibility for the perpetuation of traditional values and for the subordinate and dependent role of women as a natural order of society.

As the Report on the Status of Women in India has stated:

> 'The deep foundation of the inequality of the sexes are built in the minds of men and women through a socialisation process which continues to be extremely powerful. Right from their earliest years, boys and girls are brought up to know that they are different from each other and this differentiation is strengthened in every way possible - through language forms, modes of behaviour, of labour etc. They begin to learn very early what is proper

or not proper for boys and girls and all attempts at deviation are noticed, discouraged and sometimes punished. The sissy and the tomboy are equal objects of derision. There is nothing wrong in this if it were merely a question of distinction. But it soon gets inextricably tied up with the traditional concepts of the roles of men and women and their mutual relationships which are based on inequality.' 1/

This is why

- present-day education, particularly formal education, is strengthening traditional prejudices regarding women through content and form;
- educational opportunities are unevenly utilised by boys and girls, men and women, making a large portion of education unsuitable and unattractive for women;
- many educational programmes, especially the non-formal ones, unconsciously emphasise the unequal status of women by perpetuating the classification of a curriculum on the basis of sex.

There are still opinions that women themselves, their under-development, the backwardness of their intellectual life, their docility and lack of interest, their passivity and alienation are themselves 'guilty' and 'responsible' for this state of affairs. It may be said that these opinions are not uncommon either among men or among women. Nevertheless, what was stated for oppressed, alienated people in general is particularly valid for women: 'What alienation was defined as the intrinsic inferiority of the popular masses, is now objectively recognized to be the result of alienation itself, which is discovered as the manifestation of a situation of domination.'

1/ See: Towards Equality - Published by the Government of India, Department of Social Welfare, December 1974

The problem of women's education - linked with, interrelated to, and conditioned by all these prejudices - is, therefore, an inseparable component of fundamental, general and deep-rooted socio-economic, socio-political and socio-cultural aspirations, needs and trends.

MASS CULTURE IN THE ARAB STATES

Youssef Shawki

The aim of this paper is to provide a definition of Mass Culture and the role it can play as a provider in adult education, life-long learning and development in the Arab States, and to outline the relation between the structural framework and its human content, and the channels through which this organized body functions, utilizing the newly acquired trends of culture in the realization of adult education in the Arab States.

1. The concept

Mass culture - as it functions at present in Egypt - is rather new; its life span as an effective organism does not exceed 15 years, although it had been preceded by a multitude of experimental systems which adopted an array of different methods and means, all of which foreshadowed the present structure and function of Mass Culture.

Mass culture as a provider of adult education and life-long learning has been adopted in a number of Arab States, e.g. Tunisia, Iraq and Sudan. Each of these states, chosen only as examples, have taken fruitful steady steps in mass culture; some have rather interesting experiences in this field. It is to be expected that 'Mass Culture' would be referred to in different nomenclatures, depending upon the social and economic condition in juxtaposed neighbouring countries, and the extent of cultural development among their peoples, and well they accept and participate in the cultural services rendered to them, and, in particular, in the field of adult education and life-long learning.

Mass Culture is expected to provide all the sectors of society with the tools of life-long learning, hence, its structural framework is organized in Egypt, Tunisia, Sudan and Iraq, as examples, for the primary purpose of meeting the actual needs of the specific and age sectors of society. Since adults constitute the greater majority of those whom Mass Culture functions to serve, it is natural that this organism becomes a principal provider of adult education, although children and youth entertain a very special interest in Mass Culture programs.

2. Organization

Mass Culture (or its equivalent) functions in two parallel, and yet interdigitated orbits: central and local.
The central administrative elements are:
- Centre for Children's Culture
- Centre for Rural Culture
- Centre for Cultural Pioneers

At present, Egyptian Mass Culture is organizing two other centres:
- Centre for Women's Culture
- Centre for Mass Culture Research and Documentation

In addition, a number of departments compliment the central organization of Mass Culture, all of which, together with the Centres, are stationed in the capital:
- General Culture Department
- Libraries Department
- Plastic Arts and Environmental Crafts Department
- Theatre and Folk Art Department
- Music Department
- Cinema Department
- Cultural Caravans and Programs Department
- Cultural Societies and Club Department.

This array of central departments are served by two central administrative departments:
- Planning and Continuity Department
- Engineering and Transportation Department.

On the local level, Mass Culture encompasses the national expanse in a number of Palaces of Culture, Houses of Culture and Local Libraries. In Egypt there are 33 Palaces of Culture in the state capitals and major cities; there are also 38 Houses of Culture in villages and small towns, and their number is progressively increasing annually; there are also 26 local libraries in location which have not yet acquired a House of Culture, for which the local library is a natural predecessor. All these local bodies are primarily concerned with adult education.

Recently, Cultural Administrations have been introduced as a part of Local Gouvernment in Egypt, parallel to Educational Administrations in State Capitals. Each of these Cultural Administrations is in charge of all the cultural programs and activities on the state level, functioning through the palaces, houses and local libraries which are within its jurisdiction. It also acts as liaison between the central departments and centres in the capital and the local authorities and the masses among whom adult education and life-long learning.

Mass Culture should be headed, as is the case in Egypt for example, by an Undersecretary of State in order to entertain the highest latitude of administrative and planning authority within the general framework of the Ministry of Culture's plans. The head of Mass Culture should be aided by deputized heads of the General Director level who take charge of the three main sectors to which Mass Culture may be divided:

- Technical Sector: in charge of the Central Departments
- Financial-Administrative Sector
- Cultural Societies and Clubs Sector.

The Centres are usually controlled by the Undersecretary through highly qualified directors in the upper echelons of administrative and technical authority.

3. Objectives

This technical administrative organism is primarily concerned with providing the tools, means and opportunities for adult education and lifelong learning in a flexible, yet rigidly interlocking plan, with the proper understanding that, at the different development levels, education is an incessant social phenomenon without limits or limitations except those imposed by the social, economic and political conditions in any one of the Arab States. Since literacy is the outstanding obstacle in many countries all over the world, and in the Arab States in particular, confronting this plague should be the principal objective of Mass Culture. This, so far, has been the centre of interest of such organismsin Egypt, Tunis, Iraq, and Sudan for example, not only in literacy in its conventioned context, but has surpassed it to cover all those fields recently defined in the strategy for the eradication of illiteracy in the Arab States, a fact which was accomplished at ASFEC six weeks ago.

However, the great difference between what is expected from adult education programs and the realized results necessitates a well-planned confrontation campaign in order to minimize, and ultimately delate such lack. Some of the challenges confronting adult education in the Arab States are material; others are social, precipitated by a past hard times, which have left deep scars in the contemporary social structure of many Arab Cummunities.

4. Problems

4.1 Finance

In order to operate effectively Mass Culture must propagate through its executive functionaries as far as its means allows in order to cover as wide an area of human needs of adult education, in a fashion similar to what is expected of the state public schools in parallel. Consequently, one of the gravest problems which face Mass Culture is financial; the lack of well-trained competent personnel is also of prime effect. The following example may serve well to illustrate the ramified and interlocking nature of difficulties which adult education and life-long learning can come across in the field. A newly established library in a village requires not only to be well financed, but also to be well used by those who can write and read, and for Mass Culture to ensure the progressive increase of the number users through condensed efforts in adult education and life-long learning. All this requires financial support from both Central and Local Gouverrments; otherwise, such a library becomes more decorative than utilitarian.

4.2 Personnel

Training of personnel for cultural work, including participation in life-long learning and adult education, should be undertaken by Mass Culture. This particular group should be trained in order to transfer and convey the elements of life-long learning and adult education properly, effectively, and, as much as possible, through the most tempting available channels of communication. Such training requires the establishment of a specialized training centre or institute in each of the Arab States. In Egypt, the Centre of Cultural Pioneers offers a training program of lectures, field training and projects comprising the following topics:

> Civilisations - Arab revolutions - History of socialism - Economic development - Health education - Agricultural culture - Labour culture - Religious culture - Military culture - Local gouvernment - Esthetics - Literature - Mass communication - Psychology - Masses - Librarianship - Theatre - Cinema - Music - Plastic Arts - Childrens' culture - Rural culture - Folk art - Administration.

Trainees of such a centre or institute work as cultural guides in the palaces and houses of culture, and the local libraries, each in the field for which he had been qualified in his higher (and university) education. After they acquire adequate experience they may be promoted to manage the palaces or houses of culture. Each functions as liaison between the local functionary of culture and the central organism.

An annual conference should be held in the capital in which the managers and guides in the different localities participate. Such a conference is held in Egypt annually, and sometimes twice a year, for the purpose of exchanging experience, as well as evaluating the results of the past year (or half year), charting plans for the following year, and proposing changes and innovation whenever such is pertinent.

5. Programs, activities

5.1 General fields of study and training

The Department of General Culture (or its equivalent), together with its corresponding activity in the palace or house of culture, should be primarily concerned with the organization of lecture programs, seminars, meetings and cultural festivals (poetry, short story, novel), and the celebration of national and international cultural events. In Egypt, the Department of General Culture has also organized public service classes in the following fields:

> Languages: English, French, German, Italian, and Hebrew - Sewing - Needlework and embroidery - Home economics - Typing: Arabic and English - Shorthand and Secretarial Work - Wireless and Electronics - Electricity - Mechanics - Photography - Cinematography - Ceramics - Tapistry - Inlay and Mosaic - Engraving - Book binding.

This list of fields of study and training organized by Mass Culture in Egypt reveals the necessity of two objectives which should be realized by such an organism in any one of the Arab States. First, topics of study and training should be directly conductive to development; in other words, the choice of topics to be offered should be gouverned by their applicability in social, cultural and economic development, and their potential in the realization of material profits in the shortest possible space of time. Needless to say that the study of language is an instrument of social and economic development.

Public Service classes offered by Mass culture should also encompass studies in the arts: music, theatre, painting, sculpture, poetry, short story writing, literature writing and publication. Although such topics cannot be handled except by a talented group of people, which may constitute a relative minority, yet, those who excell in such studies know well how such activities are most profitable tools of development, sometimes exceeding those listed in article 5.1.

5.2 Literacy Clubs

Inasmuch that supervision over public service classes is the responsibility of the central departments of Mass Culture, the practical side is carried out but in the local palaces and houses of culture. Moreover, local functioneries of culture should organize 'Literary Clubs' for the prime purpose of scouting those who are endowed with literary talent, encouraging the perpetuation of their interests and furthering their development as prospective contributors to the literary life of the country. In Egypt 15 such clubs are active organs which establish interchange and exchange of activities between exceptionally active locations and take the necessary measures to minimize the polarizing effect of the capital of the land over literary life.

5.3 Science Clubs

Science Clubs are a newcomer in Mass Culture in those Arab States which have adopted such body as a tool in life - long learning and development of human skills. In Egypt, and in many other Arab States, Science Clubs have entertained wide acceptance; 15 such clubs have been organized by Mass Culture in Egypt, and participate in a national exhibition which is also attended by similar clubs in schools, factories and social and sports clubs.

5.4 Children's Clubs

Although children's schooling is compulsory, and is guaranteed by constitutions and law in all the Arab States there is no doubt that the status quo in children's education is far below what the plans call for. This is unfortunately true in the greater number, if not in all the Arab States. Thus, Mass Culture should take active interest in the children's sector in the field of life-long learning, which is a habit that should be instilled in the children at an early age, if not in outright literacy.

The children's sector of society in the Arab States is quite difficult to handle; moreover, it may be quite deleterious to adopt imported systems or methods for application in any Arab State. This stresses from the radical differences between Arab children and those in industrialized countries, east and west. Thus, the proper course to take is for each Arab State to organize a centre for children's culture. Such a centre already functions in Egypt, where studies on children's customs and behaviour patterns and their interests in different age brackets are conducted. In addition, experimental programs are also tried out; those deemed profitable upon evaluation are passed over to the palaces and houses of culture for application. Such a centre should, and it does so in Egypt, train personnel capable of work in the field of children's culture in specially organized 'Children's Clubs'. Such clubs are already functioning in Egypt, one in each palace or house of culture. Cultural guides in children's clubs should be capable of designing new methods and techniques of attracting as large a number of children as possible to make use of the club's programs and to cultivate their interest in life-long learning.

A palace for children's culture should be annexed to the centre where the centre's experimental projects and programs are tried out on a representative sample of children. Such children's palace of culture should not necessarily be located in the capital. It may be more beneficial to establish such specialized palace of culture somewhere in the provinces; the location chosen should represent optimum conditions, i.e. average social and economic conditions, not that of the capital and main cities, neither would it be that of the lowest national standard.

A children's palace of culture, and, on the local level, the children's club in the palaces and houses of culture, should cover a wide range of children's activities which require and encourage children's participation. The Egyptian palace, situated in Cairo, offers the following fields of activity:

Cinema - Colour slides - Variety shows - Plastic arts - Handcraft - Library service - Music - Games - Language studies - Theatre, Human, Puppets and mixed show.

In addition, children's clubs in local palaces and houses of culture organize the following activities:

Excursions - Art exhibits - Children's concerts - Hobbies - Airoplane models - Fine handcraft - Environmental crafts.

5.5 Centres for rural culture

Since the rural sector constitutes the greater part of the population in many Arab States, Mass culture becomes automatically responsible, with other affiliated and similar organizations of adult education in general, and of the eradication of illiteracy among the masses in particular, especially in these Arab States where the greater majority of the population is illiterate irrespective of age or sex. Thus, a centre for rural culture becomes an essential establishment which should be primarily charged with the responsibilities of adult education in the rural sector of society.

A centre for Rural Culture should undertake two principal tasks: First it should conduct field research on rural inhabitants in cooperation with those organizations, national and/or international which carry out similar work in any of the Arab States. This in itself may justify that a centre for 'rural' culture be located in the capital; however, its personnel is right in the heart of their field of activity away from the capital, as in the case of the Centre of Rural Culture organized by Mass Culture in Egypt; it is located in Cairo and its Personnel conduct their studies on location in a number of selected villages.

The centre of rural culture should tabulate, classify and analyze the dates it compiles through field research, either by itself or, better, through the specialized efforts of the centre of research, an affiliated organ of Mass Culture. Histograms, curves, isopack and contour maps may be constructed to represent each cultural feature in the fields of human interest and the available means in individual small towns and villages. These will be used as indicators in planning and priority programs.

Research in the Centre of Rural Culture in Cairo covers the main categories of cultural surveys: one on a geographical and one on an objective basis. Cultural surveying on a geographical basis covers a group of arbitrarily selected villages, which are periodically repeated until all the national territory is fully covered. Objective cultural surveying records cultural standards and the actual interests and needs of the people in the selected locations in the fields of literacy, life-long learning, vocational training, general culture and local crafts.

A centre for rural research should conduct cultural experiments which, necessarily, should differ from one

Arab State to the other in accordance with their social and economic conditions, and the available qualified and trained manpower. Such experiments should be designed to test popular response in those areas covered by field and research. Those experimental programs which realize a high rate of popular response are repeated in selected areas whose characteristics are simliar or close to those of the pilot location, particularly in the case where some new cultural features are introduced for the first time, or in the case of those cultural features which are considered by rural residents as too far removed from development, in its materialistic sense, such as cinemas, theatre, music (folk and art), and general education.

The second of the two principal tasks of the Centre for Rural Culture is adult education and life-long learning in the rural sector of the population in any Arab State. Its hardest job is to force its way, literally, into the closed society of most of the rural areas of the Arab States. It should utilize all the available means of Mass Culture to break down the social and psychological barriers which isolate the Arab village from the more progressive conditions of human existence, and lure its inhabitants into the realms of adult education and life-long learning.

A centre for rural culture should be able to make use of audio-visual aids as a principal tool to crack the rural sector of society open for its activities. The most important constituents of this tool are: the cultural caravan, moving and stationary film shows, folk music troups and accompanying colour slide presentations. In Egypt, films are shown in 56 cinemas annexed to collective services buildings, which are served through the central cinema department's programs. Not only does this last named department cooperate and coordinate with the centre of rural culture; other departments do as well.

Film shows, which are both of an entertaining and a cultural nature, serve well to attract rural communities to participate in adult education, life-long learning and family planning programs. They are also an effective tool in indirect guidance in the fields of health education, rationalized spending, saving, and other issues which aim at affecting behaviour changes to better standards.

Literacy should be one of the principle functions which a centre for rural culture undertakes in any one of the Arab States. The ability of the personnel of such centres in realizing tangible results in the field of adult education depends primarily upon their ability to delete any differences on unfamiliarity between them and the residents of the rural community through serious efforts over long periods of co-existence.

The centre for rural culture in an Arab State should be able to conduct original and imaginative experiments in adult education and literacy, especially in those states where there is a shortage of capable or willing manpower. Efficient and sufficient manpower in the fields of literacy and adult education, paid or volunteers, should be trained by the centre in its new methods, in order to overcome some of the difficulties imposed by the costliners of adult education programs. The Centre for Rural Culture in Egypt has tried out an exciting experiment in literacy where two principle obstacles were overcome, namely, the lack of an adquate number of books at low cost, and the psychological barrier to read, especially at a rather late age. This experiment introduced the idea of teaching to write and read starting from the audible and ending with the visual; i.e. without the intervention of a book.

The means available to Mass Culture in communicating with the masses enjoy a great popularity which paves the way before the efforts of adult education and life-long learning. One such popular means is the Cultural Caravan, which is equipped with a broadcasting unit, a cinema projector and screen, a library, and it may also be accompanied by one or more performing troup of artists: folk music, religious chant, theatrical show, silhouette or puppet theatre, and/or art exhibit. Needless to ascertain that what one good, well selected cinema program may realize and fulfill among a certain group of rural residents may well be difficult, or even impossible to realize through direct or conventional means of public contact. This has proved effective in dealing with certain inherited habits and myths and traditions, some, if not all of which stand fast in the face of adult education and family planning programs, the education of women, monogamy, unhealthy habits and extravagance. Confronting such obstacles through indirect guidance in film-show form has proved conductive towards popular conviction which may be considered the first step on the path [illegible] development. In addition, well presented film shows have proved instrumental in instilling and deepening national feeling and personal responsibility towards social, economic and political awareness, both on the Arab and the international levels. Twenty one central cultural caravans, in addition to those caravans affiliated to the palaces of culture, are offering such services in Egypt.

6. Conclusion

The function of Mass Culture in adult education and life-long learning in the Arab States may be summarized in the following tasks:

- the scientific study of the different sectors of population in each of the Arab States in order to delimit the actual needs of these sectors in adult education and life-long learning,
- the transfer of education to all the sectors of population through the means of mass communication, central and local, and their mobilization to extend the farthest reaches of the land. Thus, such services will not be rendered only to the 'priviledged' capitals and major cities. This can only be accomplished through a delicate coordination between the central and local functionaries, and the realization of uniform services all over the land.

ISLAM AND ADULT EDUCATION

Ahmed Hassan Ebeid

1. TOWARDS AN EDUCATED INDIVIDUAL FOR A MATURE SOCIETY

We usually speak about Islam as a religion. But when we remember that it is more than a group of rituals, prayers and worship and extends to several aspects of the life of the individual and society, we tend to explain the meaning of "religion" as regards Islam as a mode of life. We may deal with Islam as an economic system, civil law, criminal code, system of government, international relations and so on. This may make it clear that the appearance of Islam in the Arab Peninsula meant the emergence of a movement of total social transformation. Tribes were bigotted and aversion prevailed in their relations but Islam succeeded in setting up a nation which adhered to its traditions instead of the tribes' traditions. The movements of social transformation usually result from a change in the life and organization of adults; hence, the concern with adults who are called upon to enter Islam and embrace its principles.

It is the adults who are entrusted with entering religion. Among them the Prophet himself spread the tenets of Islam. This took place at home before having mosques. The Prophet used to meet with the Moslems and those who wanted to embrace Islam in his house or in any of his friends'. Then meetings were held in mosques. Many of the affairs of Moslems were managed inside mosques.

The Prophet and his people observed the laws of religion as said in the Qoran in managing their affairs. But when they came to something which the text of the Qoran did not provide the decision was based on consultation according to the verse "and seek their advice in unsettled and open problems". The principle of consultation - with all the instructive meanings and attitudes it implies - must be accepted by Moslems at any place and time. "Consensus is the nation's way and means to settle and manage our affairs". There is no scope for guardians and arbitrators. The nation's consensus on an opinion gives it a sanctity that makes it a religious legislation which must be observed. As the consensus of the nation was represented in the general agreement of those knowing and learned it was possible for everybody to endeavour to join them. What paved the way ahead was the fact that in Islam we do not have the so called men of religion. Islam also does not consider wrong a crime to punish for. The Qoran says: "To err is not a crime and those who err do not deserve punishment", and according to Al Hadith (Tradition) "God forgives my nation's mistakes and forgetfulness".

By knowledge the individual can define his position, build his glory and surpass others. A verse says "are those who know and those who don't equal?" and according to Al Hadith (Tradition) "Wisdom makes the noble nobler and uplifts the slave to the courts of kings". Besides, acquiring knowledge in Islam is the best to draw man nearer to God. In this connection the Prophet says "learning a branch of knowledge is better for you than performing a hundred prayers". He also says "a learned believer is seventy times better than the worshipping believer". There is much in Al Hadith which frankly stated "knowledge is better than worship".

However, we have to stress that in Islam knowledge does not count if it does not reflect on the behaviour of the person. In other words: he must have principles and values he adheres to in the light of his knowledge. Man must reach a standard of understanding and conviction. Then we can expect him to behave according to his knowledge. We can realize that in the words of the Prophet "learn whatever you want because God will not reward you unless you work".

He says "the learned men are concerned with knowledge while the fools are concerned with quotation". As knowledge cannot be considered knowledge unless it reflects on the behaviour, behaviour cannot be considered good or virtuous unless it is based on knowledge. In this respect one of the ancestors - namely Abul Dardaa - said "You cannot be pious without being learned and you cannot be learned without acting according to it."

2. THE DUTY OF TEACHING AND LEARNING

Man must be keen on continuous growth in knowledge and participation in spreading it. Among the tenets of the Prophet "Pride yourself on being learned or learning, listener or lover, but do not be a fifth lest you should be damned". The "fifth" which leads to damnation - according to some ancestors - is antagonism and hostility to learned men. Man must be aware of what he knows and must ask about what he does not know.If a person is asked about something he is ignorant of, his answer that he does not know does not belittle him. Ali is reported to have said "an ignorant should not be ashamed of asking. If a learned does not know he should not be ashamed of saying "God knows better". He who knows is obliged to guide and answer the questions of those who do not. Nobody is allowed to withhold or reserve knowledge. In this connection Al Hadith says "he who knows and conceals knowledge when asked will be curbed by a curb of fire on dooms day".

Hence it is the right of everyone to ask in search for knowledge and it is the duty of the knowing to answer questions. This Islamic principle is well known among men and women. Aisha said "God had mercy on the women of Medina whose shyness did not prevent them from asking about their religion".

3. EQUALITY OF WOMEN AND MEN

Islam considered the male and female equal in the necessity of obtaining knowledge. When Islam determines the duties of a Moslem it does not specify one sex and not the other. Islam provided for the necessity of learning on the part of women and men. The Prophet says "demand knowledge even if it were from China, because the demand of knowledge is an ordinance to every Moslem. This means that whoever belongs to Islam must demand useful learning even if it were in a country that does not share our religion, language and culture. It is obvious that while Islam considered religion a branch of learning it did not maintain that learning is confined to religious affairs; hence the call for demanding useful learning even if it were possessed by a people of a different religion.

In the context of referring to women we must distinguish between: first, the attitude of Islam towards women and second, the attitude of some Moslems to them. Islam may give women rights while men may deny them. This had been the case since an early stage of Islam. Aisha said to a girl who came to her saying 'my father made me marry his nephew to improve him and I am unwilling': "Wait until the

Prophet comes". When he came she told him. The Prophet called her father, who gave his daughter complete freedom. He said, the matter was up to her. She said: "God's Prophet, I have accepted what my father has done. But I wanted to show women that parents have nothing to do in this".

If we follow the history of Al Azhar, for instance, we find that it arranged some lessons for the women who were willing to understand their religion during the Fatimite age. In the age of Mamlouks women were allowed to seek knowledge at Al Azhar together with men. Women sought knowledge for its own sake. They did not apply for graduation or working in teaching as men did. This became a tradition among the women who attended Al Azhar seminars.

One of the events that were in contradiction with this tradition took place in 1911 when one of the women studying at Al Ahmedy Mosque in Tanta - affiliated with Al Azhar - applied for a scholar graduate of Al Azhar University. The student - Sheikha Fatma Oweida - was known for her learning among the students. One of her colleagues said "she was our best in reasoning, understanding, and discussion. She was the most patient when we found difficulty in learning."An examination committee used to make a tour of the institutes affiliated with Al Azhar to examine students applying for this certificate. The committee went to Tanta without the intention to give this certificate to a woman. The committee put her to the most complicated questions but she answered all of them correctly. The committee continued to ask her difficult questions until she got tired and could not hold out. Thus the committee found a reason to let her fail. Her sorrow was so deep that it put an end to her life shortly. It seems that this student represents the end of an area when girls could study at Al Azhar. In 1911 a law regulating Al Azher barred girls from learning at it and this continued about half a century.

4. CONTINUOUS LEARNING

Knowledge does not stop at a certain limit where man can be in no need of it. Whatever knowledge one may acquire what he is ignorant of is more than what he knows. A verse says "you have got but little knowledge". In Islam man has to seek knowledge as long as he lives. The Prophet says "seek learning from the cradle to the tomb". The only limitation on knowledge is the learner's capacity and ability. "God does not entrust one except with what one can".

Perhaps this explains reports on the travels of Moslem knowledge seekers and prominent scholars in different Islamic countries where they learn and teach. Al Bukhari who related Al Hadith (the Tradition), Al Shafi'i the master of a creed, Ibn Batouta the wanderer and others travelled in different countries thus enriching and spreading their knowledge. This was encouraged by the Prophet's words "he who travels seeking learning is fighting for God and he who dies seeking knowledge is a martyr". A reader of Arabic literature in the early Islamic ages will find that it urges travelling and movement and considers estrangement to be one of the basic means of acquiring knowledge.

What made travelling - or estrangement - basic for acquiring knowledge is a tradition that fosters learning from a scholar whenever possible. The book does not dispense us from a teacher because arguing is one of the methods to search for truth. The ability to argue develops by contact with people. Among the philosophers of Islam - in the

11th Century A.D. - is Ibn Hazm who says "know that truth cannot be explored without research which can be done by one head or by cooperation of two, either a teacher and a learner or two different rival researchers". Ibn Hazm makes a reference to dialectics or debate which often prevailed in the meetings and seminars held by students.

5. THE LEARNING SOCIETY

A researcher in adult education and learning finds that in Islam they - with their different levels - took place everywhere and prevailed over every activity and institution in society. Very often they took the form of seminars and learning councils. They grew without any interference on the part of the authority and without the allocation of specific sums of money. They did not have unified subjects or material or even a unified organizational formula. Furthermore they were not held in one place in particular.

However, the traditional way of life in the Islamic society makes us expect the circles to center mainly around the subjects of religion and arts. The circles and councils varied in level. While some were of use to the layman others were of benefit only to those advanced in absorbing knowledge.

Among the places preferred by these circles - particularly the literacy ones - were bookshops. Men of letters and the cultured in the Assasside Age for example very often met in bookshops to discuss some issues or to study some problems. The fact that some of the owners of these shops were men of letters helped a good deal. Many of the famous writers were owners of bookshops and some of them developed through the meetings which were held in these libraries or in other shops.

It is only natural that the literary circles required a sort of linguistic learning from the frequenter in order to understand and be able to enjoy and appreciate. As we have said before there were no specific programs or particular types of art circles or councils. Very often they dealt with various arts, with literature, Islamic law, jurisprudence and political indoctrination. They flourished, when they were patronised by the well-offs and the intelligent scholars.

Among the people who were well-off and encouraged seeking knowledge was Al Sharif Al Murtada (965 - 1044). He opened his house in Baghdad for everybody who came to search for knowledge. Some of the learners stayed with him and he gave them salaries. The circles of Al Murtada dealt with literature, religion, history and so forth. One of the results of these circles is his book "Ghorrar Al Fawaed Wa Dorar Al Kalaed" known as "The Dictations of Al Murtada".

In the Arab tradition "Amali" is a group of learned men who used to meet with their students and give them lectures on different subjects. The sum of what the pupils got at these meetings is known as "Amali". The higher the standard of these "Amali" was the more advanced were the pupils.

However, we have to say that the circles dealing with religious topics and problems were always more numerous than those dealing with other subjects. They were more open to the public than the art seminars. Some of these circles continue to work up to the present day in some houses in Iraq particularly those of the Shi'ite Jurists (Mugtahidin). They are still held in some houses and mosques in Egypt at diverse levels.

Through these circles Gamal Eldin Al Afghani spread some of his new conceptions and opinions during his stay in Egypt (1871 - 1879). He organized meetings at his house in Cairo which were attended by some Azhar scholars and students. Among the pupils who frequented the meetings were Saad Zaglol and Mohamed Abdou. Al Afghani devoted particular attention to some of the subjects which had disappeared from Al Azhar such as mathematics and philosophy. Al Afghani used to assign the chapter to be studied so that it could be read before the meeting. After having explained what was in the book he turned to reading and criticizing it searching for truth even if it were different from the content of the book. This approach was not common among Al Azhar men at that time. To them the book was sacred and their main concern - whether students or teachers - was to grasp what the author meant and to overcome the difficulties of expression and style. However, the approach of Al Afghani shocked the sanctity of the book and submitted its content to the mind of the reader who could criticize and ascertain. Thus Al Afghani touched other subjects like foreign intervention, the necessity of unity of ranks at the national level, the urgency of unity at the Islamic level and the need for a constitution to limit the power of the rulers.

Al Afghani also held circles which were not as formal as those organized for Al Azhar scholars and students. He used to meet with writers, men of letters and thinkers. He drew their attention to the treatment of the social issues and the problems of the public and urged the need of liberatior from the authority of the rulers. This led to the development of a group of writers who paid attention to political and social problems.

6. RECURRENT EDUCATION

Islam urged the Moslem to seek knowledge and to behave in harmony with his knowledge, values or principles thus integrating knowledge with action and practice. The young Moslem should not depend on others during the course of learning. He should work and produce. According to Al Hadith "the best Moslem is he who earns his living, and God's Prophet David earned his living by the work of his own hand". It also says "God likes, if somebody of you does something, that he does it perfectly". Perfection can be acquired and developed through growing knowledge. Thus as the person gets experience from his work his knowledge increases, and that is reflected in turn on his production and efficiency. Within the framework of these principles adults alternated between work and learning. This took various forms and arrangements. Some of them alternated between working and learning during the hours of the day while others did that from one season to the other. Some devoted their time to learning part of the year and then worked for several years to return to learning once more and so on.

7. OBSERVATIONS AND CONCLUSIONS

If we reconsider the Islamic experience in adult education we notice that one of its main principles and practices was self-education. In Islam one must know and his behaviour and worship must depend on knowing. The sources of learning and knowledge are free and attainable. The zenith of man's maturity is to know how to teach himself. In this respect men and women are equal.

Man has to endeavour to know what he is ignorant of. He also has to teach what he knows if requested. Thus he can be a scholar and a learner. Knowledge has no final limits and does not stop at a particular age. Education is a continued process from the cradle to the tomb.

Whenever people are offered the chance they spontaneously seek knowledge to satisfy their interests and inclinations. The seminars and lectures are an example for this.

Knowledge is sought from scholars regardless of their religion or homeland.

As we deal with the system of adult education in Islam we do not call for a return to what was prevailing in the traditional society. However, this heritage may help us in considering the problem of widening the scope of adult education. In the light of a study of common interests and needs we may consider how far we can benefit from non-formal education. We may also think of enhancing the religious motive for acquiring knowledge.

8. DIRECTORIES

Annex 1:

NATIONAL ADULT EDUCATION COORDINATING BODIES

Egypt

Supreme Council for Adult Education
Ministry of Education
Cairo

established in 1970
Chairman: Minister of Education

IRAQ

Supreme Literacy Board
c/o Ministry of Education
Baghdad

JORDAN

Jordanian National Committee for Adult Education
Ministry of Education
Amman

Chairman: Minister of Education

LEBANON

Comité national d'éducation des adultes
c/o Ministry of Education
Beirut

MAURITANIA

Adult Education National Committee
c/o Ministry of Education
Nouakchott

OMAN

National Education Council
Ministry of Education
Sultanate of Oman
Muscat

SAUDI ARABIA

Adult Education National Committee
c/o Assistant-Secretary General of the National Commission for Unesco
Ministry of Education
Riyadh

President: Minister of Education

SUDAN

National Council for Literacy and
Adult Functional Education
c/o Ministry of Education
Khartoum

Chairman: Minister
of Education

SYRIA

Adult Education National Committee
c/o Ministry of Education
Damas

established in 1974

Annex 2:

DEPARTMENTS AND CENTRES CONCERNED WITH ADULT EDUCATION AND LITERACY IN THE ARAB STATES

ALGERIA

Dept. of Literacy Education, Ministry of National Education, Algeria

Faculty of Education, University of Algeria, Algeria

Institut National de la F.P.A. Les Panorama, Hussein Dey, Algers

EGYPT

The Department of Literacy and Adult Education, Ministry of Education, Cairo

The Department of Popular Culture, Ministry of Culture, rue Salamlik, Garden City, Cairo

The Council for Rural Information, Ministry of Agriculture, Dokki, Giza

The Central Bureau of Mobilization and Statistics, Medinat Nasr, Cairo

Educational Research & Documentation Centre, Ministry of Education, 33 rue Falaki, Cairo

The Department of Statistics, Ministry of Education, rue Falaki, Cairo

The Popular Programme, (Ma a al-Sha b), Egyptian Broadcasting Service, rue Maspeiro, Cairo

The Adult Education Programme, Egyptian Television Service, rue Maspeiro, Cairo

The Higher Institute for Social Service, 3 Sh.Kamal el-Din Salah, Garden City, Cairo

Institute of Instructors Education, Ministry of Industry, Dokki, Giza

Institute of Statistical Studies and Research, Cairo University, 33 el Messaha St., Dokky, Cairo

The Division of Adult Education, Faculty of Arts, University of Cairo, Giza

The Division of Adult Education, Faculty of Education, Ain Shams University, Manchiat al-Bakri, Cairo

The Division of Adult Education, Faculty of Education, Al-Azhar University, Al-Darrasah, Cairo

The Dept. of Extension Service, American University of Cairo, Tahrir Square, Cairo

Social Research Centre, American University, 113 Sh. Kasr el-Aini, Cairo

Cooperative Education Centre, Kafr-al-Zayyat

Institute of Workers' Education, rue Nahda-Kokki, Giza

The International Union for Arab Labour Syndicates, Ramses Building, Ramses Square, Cairo

The General Union of Labour Syndicates in the Arab Republic of Egypt, 70 rue Al-Gumhuriyyah, Cairo

The Work-Oriented Adult Literacy Project, c/o Ministry of Education, Cairo

Regional Centre for Functional Literacy in the Arab States, Sirs-el-Layyan, Menoufia

Arab Regional Literacy Organ, 9, rue al-Birgas, Garden City, Cairo

IRAQ

Dept. of Primary Education and Literacy, Ministry of Education, Baghdad

The National Council for Literacy & Adult Education, Ministry of Education, Baghdad

Institute of Cooperative Training, Abu Gharib, Baghdad Province

Institute of Fundamental Education, Abu Gharib, Baghdad Province

Centre for Educational & Psychological Research, Al-Waziria, Baghdad

Department of Education & Psychology, Faculty of Arts, Baghdad University, Baghdad

JORDAN

The Department of Literacy and Adult Education, Ministry of Education, Amman

The Dept. of Educational Research & Planning, Ministry of Education, Amman

The Faculty of Education, University of Jordan, Amman

The Cooperative Institute, P.O.B. 215, Amman

LIBYA

Department of Literacy & Adult Education, Ministry of Education and National Guidance, Tripoli

Department of Community Development, Ministry of Social Affairs and Labour, Tripoli

The Department of Educational Research & Documents, Ministry of Education and National Guidance, Tripoli

The Faculty of Education, University of Libya, Tripoli

KUWAIT

Dept. of Literacy & Adult Education,
Ministry of Education, Kuwait

Kuwait Institute for Economic Planning in the M.E.
P.O.B. 5834, Kuwait

Department of Education & Psychology, Kuwait University,
Kuwait

Dept. of Educational Documentation,
Ministry of Education, Kuwait

Vocational & Workers' Education Orginization,
Cairo Street, Al-Musima

The Functional Literacy Project, Ministry of Education,
Kuwait

LEBANON

Dept. of Social Welfare, Ministry of Social Affairs,
& Labour, Beirut

Higher Institute for Education, Beirut

Dept. of Education of Instructors & Adult Education
Specialists, Ministry of Education & Beautiful Arts,
Unesco-Bldg., Beirut

The Division of Adult Education, American University,
Beirut

Institut des Sciences Sociales de l'Universitè
Libanaise, Ramlet-el-baida, Imm. Victor Haikal, Beirut

Arab States Centre for Educational Planning & Administration, UNESCO, P.O.B. 5244, Beirut

UNRWA / UNESCO Institute of Education, Unesco Bldg.,
Beirut

MOROCCO

The Dept. of Literacy & Adult Education, Ministry of Primary Education, Rabat

Faculty of Education, Moh'd al-Khamis University, Rabat

Centre d'études du développement economique et social (CEDES), Faculté des Sciences Juridiques, Economiques et Sociales, 158 Avenue F.A.R., Casablanca

SAUDI ARABIA

Department of Mass Education, Ministry of Education, Riyadh

Department of Community Development, Ministry of Education, Riyadh

The Faculty of Education, Al-Riyadh University, Al Riyadh

The Administration of Evening Studies in Schools, Ministry of Education, Al-Riyadh

Community Development Centre, Al-Dir ia

SUDAN

The Dept. of Adult Education, Ministry of Education, Khartoum

The Higher Institute of Education, c/o Ministry of Education, Khartoum

The African Adult Education Association, University of Khartoum, Khartoum

The School of Extra-Mural Studies, University of Khartoum, Khartoum

Work-Oriented Adult Literacy Programme, P.O.B. 2588 Khartoum

SYRIA

The Dept. of Literacy and Adult Education, Ministry of Culture, Damascus

The Administration of Cultural Centres, Ministry of Culture, Damascus

The Administration for Research & Statistics in Literacy, Ministry of Culture, Damascus

The Administration of Vocational Education and Productivity, Ministry of Industry, Damascus

The Faculty of Education, Damascus University, Damascus

The Work-Oriented Literacy Project, P.O.B. 3225, Damascus

TUNIS

The Department of Adult Education, General Secretariat
for Social Affairs and Housing, Tunis

Centre de recherches et formation pedagogique, Tunis

Institute de l'enseignement pour adultes,
rue Sidi el-Bashir, Tunis

Work-Oriented Adult Literacy Project, Institute d'enseignements pour Adultes, rue Sidi Bachir, Tunis

YEMEN

The Ministry of Education, Sanaa,

The Higher Council for Planning, Sanaa

Higher Institute for Education, Sanaa

ARABIAN GULF

Dept. of Adult Education and Literacy, Directorate
of Education, Abu Dhabi, Union of Arab Princedoms

The Planning Council Abu Dhabi,
Union of Arab Princedoms

The Vocational Training Institute, Administration
of Labour & Social Affairs, Abu Dhabi,
Union of Arab Princedoms

Dept. of Primary Education & Literacy, Administration
of Education, Al-Manama, BAHREIN

Administration of Development & Engineering Services,
Al-Manama, BAHREIN

Dept. of Adult Education & Literacy, Ministry of
Education, Doha, QATAR

Dept. of Labour, Ministry of Social Affairs & Labour,
Doha, QATAR

The Regional Vocational Centre, Ministry of Education,
P.O.B. 1300, Doha, QATAR

Annex 3:

LIST OF EDUCATIONAL DOCUMENTATION CENTRES IN ARAB STATES

Bureau Régional d'éducation de l'Unesco pour les Etats Arabes
B.P. 5244
Beirut
Lebanon

Regional Centre for Functional Literacy in Rural Areas
for the Arab States (ASFEC)
Sirs-el-Layyan
Menoufia
Arab Republic of Egypt

Arab League Educational Cultural and Scientific Organization
(ALESCO)
Department of Documentation and Information (Educational
Documentation Works)
League of Arab States
Cairo
Arab Republic of Egypt

Superintendent of Cultural Relations and Educational Planning
Ministry of Education
El - Bahrain
The State of Bahrain

The Educational Documentation and Information Agency
33, Falaky Street
Cairo
Arab Republic of Egypt

Faculty of Education
University of Tanta
Tanta
Arab Republic of Egypt

The Model Centre for Social Care - Masr el-Kadima
6 Child's Institution Street
Khartit el-Shaich Mobarak-Masr el-Kadima
Arab Republic of Egypt

The Centre of Culture and Functional Training
(Markaz el-Tatkif wa el-tadrib el-mehani)
Nadi El-Sade - The Workshops of Ministry of Agriculture
Arab Republic of Egypt

The General Directorate of Adult Education
(Al-Edara el-amma li taâlim al-Kebar)
Ministry of Education
Falaki Street
Cairo
Arab Republic of Egypt

The Directorate of Literacy
(Idaret Mahw el-Ommaya)
The Governments' Battlement
Tahrir, 5th Storey
Mogammaâ el-Tahrir
Arab Republic of Egypt

Rural Information Council
(Magles el-eâlam el-rifi)
Ministry of Agriculture
Dokki-Giza
Arab Republic of Egypt

The Arab Literacy Organization
1 Shehab Street
Dokki Cairo
Arab Republic of Egypt

Section of Documentation and Studies
Ministry of Education
Baghdad
The Republic of Iraq

Educational Documentation and Publications Centre
Ministry of Education
Amman
Jordan

Educational Documentation Section
Ministry of Education
Kuwait
State of Kuwait

Documentation Centre for Education
82 Awwal September Street
Tripoli
Arab Republic of Libya

Educational Documentation Department
Al-Riyad P.O.Box 2871
Kingdom of Saudi Arabia

Educational Documentation Centre
P.O. Box 2490
Khartoum
Sudan

Functional Adult Education National Centre
Shendi
Sudan

Educational Documentation Centre
Damascus
Syrian Arab Republic

Service de l'éducation des Adultes
Ministère des Affaires Sociales
Tunis
Tunisie

Documentation Centre
Ministry of National Education
Institute of Education, Documentation Centre
Tunis
Tunisia

9. BIBLIOGRAPHY

ADULT EDUCATION AND LITERACY IN THE ARAB STATES

A selected Bibliography

Ahmed H. El-Bashary and
Mahmoud Roushdi Khater

This selected bibliography includes the most important literature in Adult Education and Literacy Teaching in the Arab States.

It is characterized by the following:

1. It is concerned with what was written in and about the Arab World.
2. It is selected rather than comprehensive bibliography. However, it includes most of what has been written in the area of literacy in general, and Functional Literacy in particular, being the widest known programs of Adult Education in the Arab States.
3. It is not limited to books, but includes also documents, studies, and articles pertaining to the subject.
4. It is not confined to printed publications, but extends to mimeographed and typewritten materials.

The titles have been devided into four main divisions according to the different areas of adult education and literacy. The divisions are as follows:

I. Adult Education (General)
II. Adult Education (Literacy)
III. Adult Education (Other Programs)
IV. Adult Education (Special Groups)

Each division was then divided into a number of sub-divisions, according to the nature of each division. The entries then were arranged alphabetically according to the name of the author or the title of document, in case the name of the author has not been mentioned in it.

The bibliography has been concluded with an analytical INDEX of the authors and subjects, according to the number given to the documents in the bibliography.

This list represents the first serious attempt to compile and classify the sources of adult education and literacy with all its branches and applications in the Arab world.

By presenting this humble effort, ASFEC hopes that the workers in adult education and literacy, researchers and librarians will find in it what may help them in their work. ASFEC will be grateful indeed to receive any comments, remarks and additions that would help in making it a comprehensive and functional bibliography.

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ABBREVIATIONS USED IN THE BIBLIOGRAPHY

I.

ALESCO	- Arab League Educational, Cultural and Scientific Organization (Cairo)
Alex.	- Alexandria (EGYPT)
ARLO	- Arab Literacy and Adult Education Organization, see: ALESCO
ASFEC	- Regional Centre for Functional Literacy in Rural Aereas for the Arab States (Sirs-el-Layyan)
AUC	- American University, Cairo
CDC	- Cairo Demographic Centre
CEDO	- Centre for Educational Development Overseas (London)
DSE	- (see: GFID)
ECA	- UN. Economic Commission for Africa (Adis Abeba)
FAO	- Food and Agriculture Organization of the U.N.
GFID	- German Foundation for International Development (Bonn)
IBE	- International Bureau of Education (Genève)
IDCAS	- Industrial Development Centre for the Arab States (Cairo)
IIALM	- International Institute for Adult Literacy Methods, UNESCO (Teheran)
ILO	- International Labour Organization (Genève)
INP	- Institute for National Planning (Cairo)
U.N.	- United Nations (New York)
UNDP	- United Nations Development Program (New York)
UNFPA	- United Nations Fund for Population Activities (New York)
UNIDO	- United Nations Industrial Development Organization (Vienna)
UNESCO	- United Nations Educational, Scientific and Cultural Organization (Paris)
UNICEF	- United Nations Childrens' Fund (New York)
WHO	- World Health Organization (Genève)

II.

(A,E,F)	(Arabic, English and French version available)
Agric.	Agriculture
Bull.	Bulletin
Com.	Communication
Comm.	Community
C.D.	Community Development
Conf.	Conference
Coop.	Cooperation
Dev.	Development
Doc.	Documentation
Ed.	Education
Exp.	Experiment
F.L.	Functional Literacy
F.P.	Family Planning
Inf.	Information
Inst.	Institute
Int.	International
J.	Journal
Lib.	Library
Lit.	Literacy
N.D.	No Date
No.	Number
P.	Page
PP.	Pages (from - to)
Pop.	Population
Rev.	Review
Sc.	Science
Soc.	Social
Techn.	Technology
V.P.	Various Pagings
Vol.	Volume
Vols.	Volumes

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